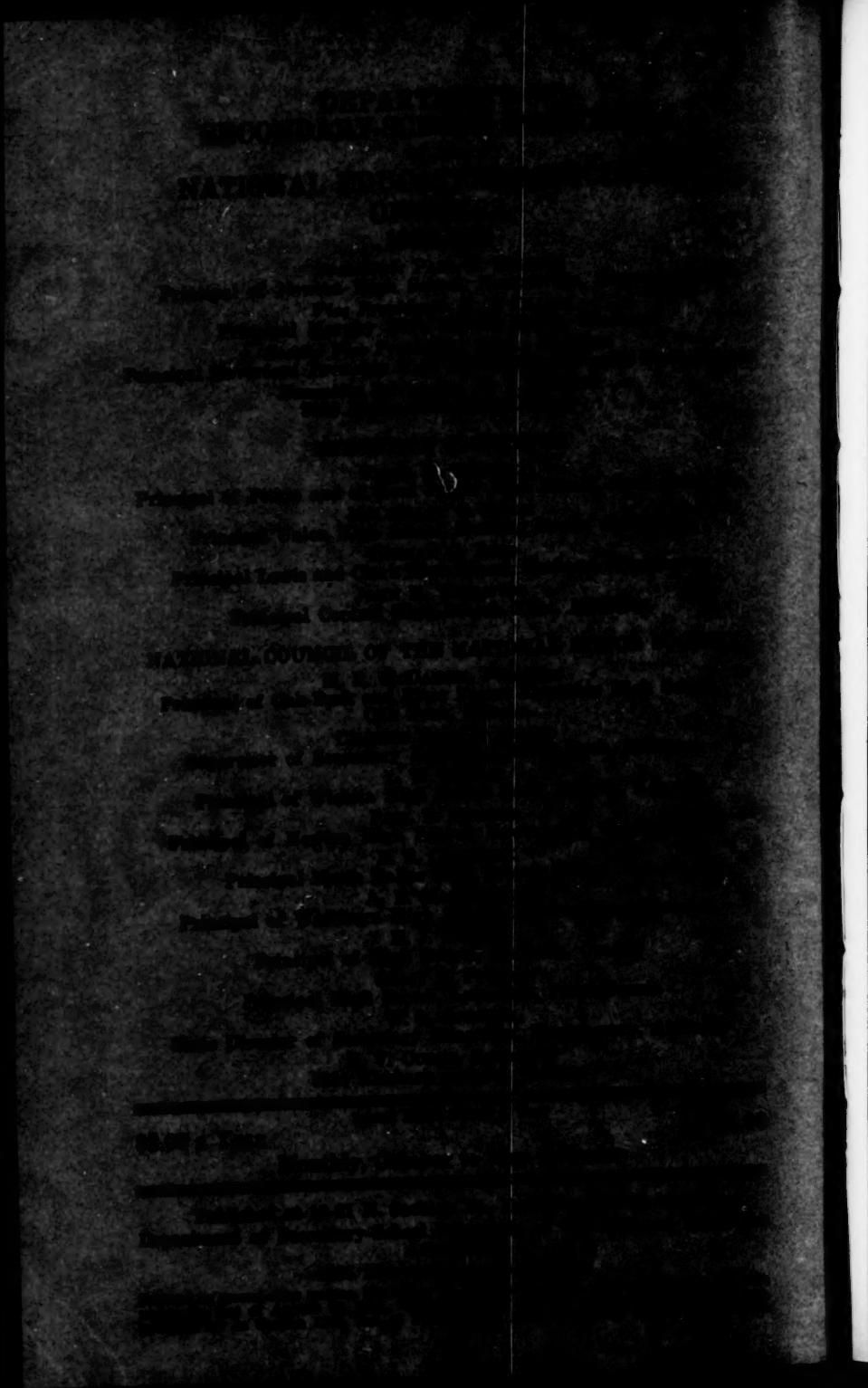


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THE BULLETIN OF THE DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

OF THE NATIONAL EDUCATION ASSOCIATION

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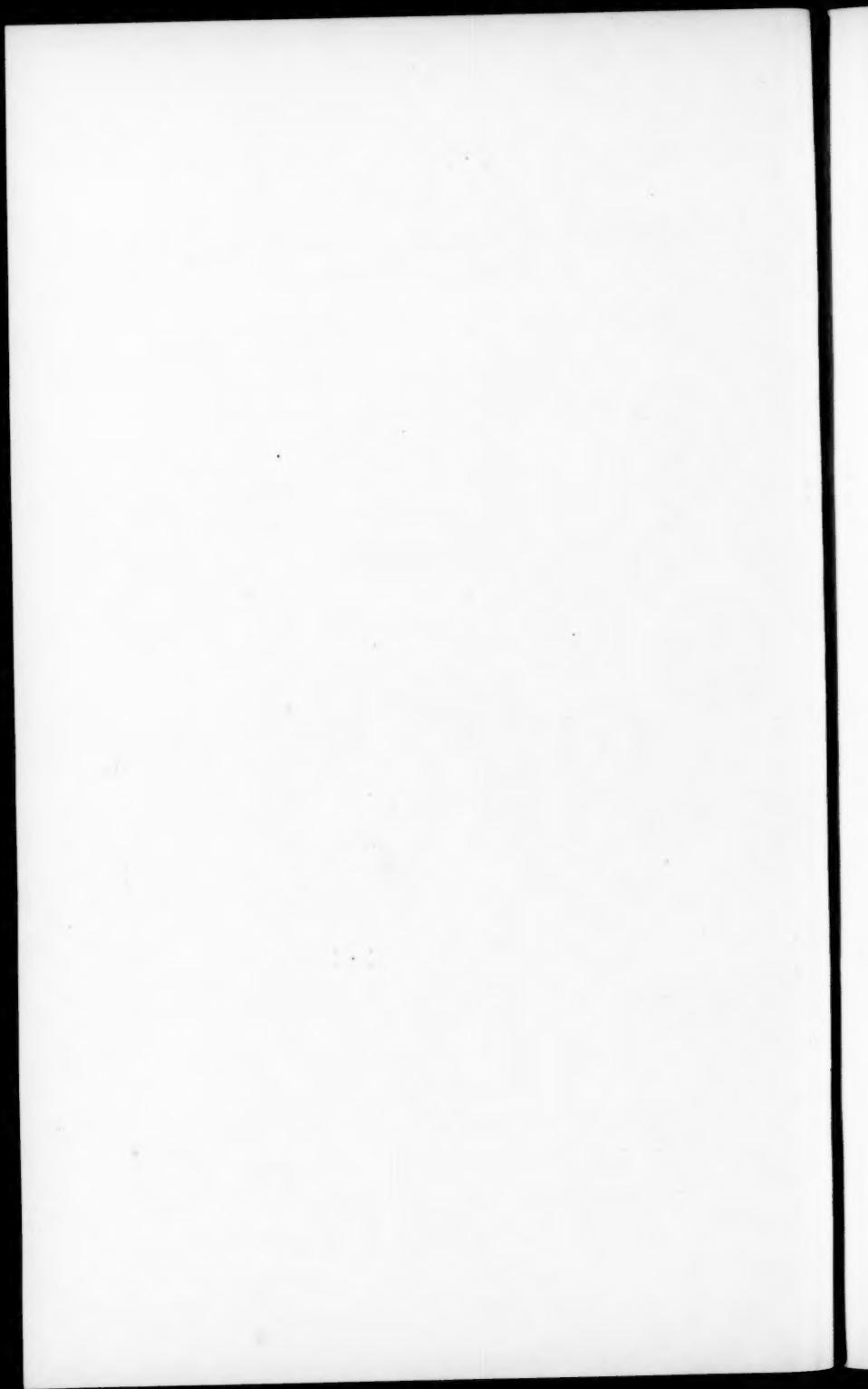
ATLANTIC CITY, NEW JERSEY

February 26 to March 2, 1938

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H. V. CHURCH, Executive Secretary
5835 Kimbark Avenue, Chicago



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at *principals.*

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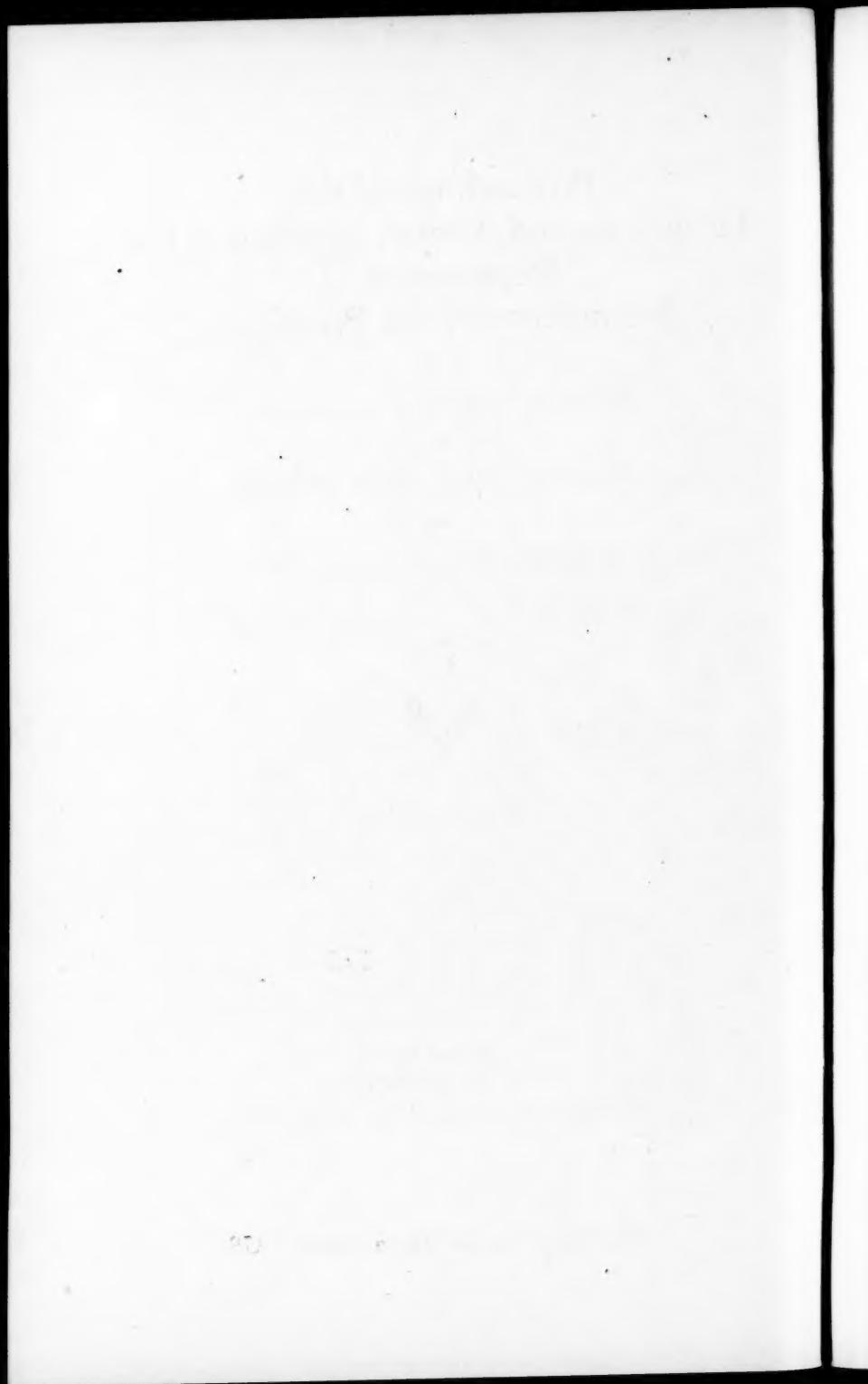
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Edited by
H. V. CHURCH
Executive Secretary of the Association

Published by the Department, 1938



TWENTY-SECOND ANNUAL CONVENTION

of the

Department of
Secondary-School Principals

of the

NATIONAL
EDUCATION ASSOCIATION

The twenty-second annual meeting of the Department of Secondary-School Principals met in Atlantic City, New Jersey, Saturday, Monday, Tuesday, and Wednesday, February 26, 28, March 1, and 2, 1938.

FIRST GENERAL SESSION

The first general session of the twenty-second annual convention of the Department of Secondary-School Principals was a dinner meeting in honor of Charles Hubbard Judd. At seven P. M. 488 guests were assembled in the American Dining Room of Hotel Traymore, Atlantic City, New Jersey, on Saturday, February 26, 1938. The careful planning of all details by Miss Ada Weckel and Superintendent M. R. McDaniel of Oak Park Township High School, Oak Park, Illinois, and Principal Henry P. Miller, High School, Atlantic City, who is the local chairman of this convention, contributed to the success of the occasion.

A trio from the Atlantic City High School stimulated conversation.

President of the Department, M. G. Jones, Principal of Union High School, Huntington Beach, California, introduced the speakers.

President Robert M. Hutchins of the University of Chicago was the first speaker.

THE ORGANIZATION AND SUBJECT MATTER OF GENERAL EDUCATION

ROBERT M. HUTCHINS
The University of Chicago

I have journeyed from Chicago for only one reason, to pay my tribute to one of my closest friends, to whom I owe my own general education, such knowledge of public education as I have, and indeed such common sense as I still possess. From the moment almost nine years ago when I first met Mr. Judd he has given me instruction in private and support in public. He has been responsible for every intelligent move I have ever made. When I have made unintelligent ones, it has been because he has been out of town. His departure is the greatest personal and official blow I have sustained. This will be obvious from the remarks I propose to make this evening. This is almost the first speech I have ever delivered without showing it to your guest of honor first.

I should like to spend the rest of the evening telling you of my devotion and affection for Mr. Judd, and I should do it if it were not for the embarrassment I should cause him. I shall merely say, "Here was a Caesar; when comes there such another?" and pass on to the organization and subject matter of general education.

I assume that we are all agreed on the purpose of general education and that we want to confine our discussion to its organization and subject matter. I believe that general education should be given as soon as possible, that is, as soon as the student has the tools and the maturity it requires. I think that the program I favor can be experienced with profit by Juniors in high school. I therefore propose beginning the program of general education at about the beginning of the Junior year in high school. Since I abhor the credit system and wish to mark intellectual progress by examinations taken when the student is ready to take them, I shall have no difficulty in admitting younger students to the program if they are ready for it and excluding Juniors if they are not.

The course of study that I shall propose is rigorous and prolonged. I think, however, that the ordinary student can complete it in four years. By the ingenious device I have already suggested I shall be able to graduate some students earlier and some later, depending on the ability and industry that they display.

General education should, then, absorb the attention of students between the ages of fifteen or sixteen and nineteen or twenty. This is the case in every country of the world but this. It is the case in some eight or nine places in the United States. Where the high school and the junior college are part of a large city school system, the organization has been successful. Where, as at the University of Chicago and Stephens College, the institution has either a small high school or none at all, the insignificant size of the first two years of the program and the large size of the last two years create great difficulties. If you have seventy students entering the four-year unit at the junior year in high school and seven hundred entering at the freshman year in college, it is absurd to talk about a coherent four-year program. You must have a curriculum that the seven hundred can enter in the middle without being handicapped because they did not enter at the beginning.

If in such institutions as my own the scheme I advocate is to succeed, we shall have to convince local parents, at least, that it is wise for them to send their children to us two years earlier than they have been accustomed to sending them. I think that if parents cannot be persuaded to do this, the University of Chicago should abandon collegiate work altogether and give up its freshman and sophomore year. Those years at present are a foreign body in the otherwise admirable constitution of the university. The students in them have different ambitions from those in the divisions above; the teachers have different ambitions, too. But if ties cannot be found for these two years above, they must be found below; for I do not believe that two years at any level is long enough to provide an adequate education. It is suggestive that two-year units do not exist anywhere else in the world; they are known only in the United States.

I may mention at this point one aspect of the organization of general education which ought to be trivial but in this country is most important. I favor awarding the Bachelor's degree in recognition of general education; I favor awarding it at about the end of the sophomore year. This suggestion is not so startling as many people seem to think. President Butler of Columbia advocated it in his annual report for the year 1901-2. In France the *Baccalauréat* is used to indicate the satisfactory completion of general education. The reasons for giving it the same significance here are, first, that it now has no sig-

nificance at all. The Bachelor's degree means four years in college. As the president of Hiram College has lately said:

To most college "students" who sit long enough and patiently enough, and docilely give back a modicum of the wisdom that has flowed past their ears, there will come in time the reward of their long-sitting, sheepskins to cover their intellectual nakedness. . . . The usual requirements for graduation, "a minimum of one hundred and twenty hours with additional credit for physical education," may represent little more than hours of painful but patient sitting. Their blood relationship to achievement is so far removed as to make the claimed relationship laughable.

But it is not only the credit system and the examination-by-the-teacher-who-taught-the-course system that makes the A.B. certify merely to four years of sitting. It is also, and I think principally, the fact that the standard four-year college of liberal arts is and must be concerned with both general and specialized education. Even in some of the oldest and most conservative of these colleges you will find that the student may indulge in extreme specialization at an early stage. Yet the preparation with which students enter these colleges is such that the colleges must also give them a general education. These two aims can only confuse the colleges, and hence confuse the significance of the degree that they offer.

Columbia, Johns Hopkins, Chicago, and several other places have attempted to meet this situation by dividing the first two years from the last two. Some institutions have even given them different staff and administrations. Here we face again the problems raised by two-year units. The first two years is not long enough for general education; the last two is not long enough for advanced study. The remedy would seem to be a four-year unit beginning with the junior in high school and leading to the Bachelor's degree, and after that a three-year unit beginning with the junior year in college and leading to the Master's degree. The Bachelor's degree would then indicate an adequate general education, and the Master's an adequate experience in advanced study. This Master's degree should also indicate that the holder is qualified for a teaching position in which research is not expected or required.

The last two years of the present college of liberal arts is left stranded when the college is divided into upper and lower divisions. We have found at Chicago that one of our more difficult problems is how to provide any intelligible plan of advanced study in the junior and senior years. Some of our departments have succeeded in persuading students to plan their courses beginning with the junior year for three years to the

Master's degree. These departments have been able to effect notable improvements in both the general cultivation and the specific training of their graduates. I recommend the award of the Bachelor's degree at the end of the period of general education, that is, at about the end of the sophomore year, for the sake of advanced study as much as for the sake of general education.

It may be objected that many students will not want to add a year to their program of advanced study. This in my view is an argument for the plan. We are going to be compelled to accommodate the youth of the nation up to the end of the junior college, that is, to about nineteen or twenty. There is no reason why we should accommodate them after that. Beginning with the junior year, education should be limited to those who are able and willing to profit by it. We should rigorously select our students at the university level, by which I mean the beginning of the junior year. Since, therefore, many students should terminate their education at the end of the sophomore year, one problem is how to induce them to do so. I think they will stay on and, through sheer importunity, get themselves a degree unless they can receive some recognizable and popular insignia at the end of the sophomore year. The Bachelor's degree is recognizable and popular. Since it serves no useful purpose at present, I believe it should be made to serve the very useful one of persuading students to get out of education who should not be permitted to remain in it.

If general education is to be given between the beginning of the Junior year in high school and the end of the sophomore year in college and if the Bachelor's degree is to signify the completion of it, the next question is what is the subject matter that we should expect the student to master in this period to qualify for his degree. My views on this question are well known. I wish I could add that they are well understood. I am afraid that what I need to tell you most urgently is what I do not regard as a desirable curriculum in general education.

I do not hold that general education should be limited to the classics of Greece and Rome. I do not believe that it is possible to insist that all students who should have a general education must study Greek and Latin. I do hold that tradition is important in education—that its primary purpose, indeed, is to help the student understand the intellectual tradition in which he lives. I do not see how he can reach this un-

derstanding unless he understands the great books of the Western world, beginning with Homer and coming down to our own day. If anybody can suggest a better method of accomplishing the purpose, I shall gladly embrace him and it.

Nor do I hold that the spirit, the philosophy, the technology, or the theology of the Middle Ages is important in general education. I have no desire to return to this period any more than I wish to revert to antiquity. Some books written in the Middle Ages seem to me of some consequence to mankind. Most Ph.D.'s have never heard of them. I should like to have all students read some of them. Moreover, medieval scholars did have one insight—they saw that in order to read books you had to know how to do it. They developed the techniques of grammar, rhetoric, and logic as methods of reading, understanding, and talking about things intelligently and intelligibly. I think it cannot be denied that our students in the highest reaches of the university are woefully deficient in all these abilities today. They cannot read, write, speak, or think. I do not suggest that we should attempt to introduce the trivium and quadrivium into the American college. I do say that we must try to do for our own students what the seven liberal arts did for the medieval youth. If the Middle Ages have any suggestions to make on this point, we should welcome them. We need all the help we can get.

I should like to point out in passing that in the Middle Ages people went to universities at thirteen or fourteen. They read books and experienced disciplines that are regarded as far too difficult for Ph.D.'s or even university professors today. Most of the great books of the Western world were written for laymen. Many of them were written for very young laymen. Nothing reveals so clearly the indolence and inertia into which we have fallen as the steady decline in the number of these books read by students and the steady elimination of instruction in the disciplines through which they may be understood. And all this has gone on in the sacred name of liberalizing the curriculum.

The curriculum I favor is not too difficult even for very ordinary American students. It is difficult for the professors, but not for the students. And the younger the students are the better they like the books, because they are not old enough to know that the books are too hard for them to read. The entire course of study that I propose is now in force at St. John's College, Maryland. There an unselected group of indiffer-

ently prepared students are studying these books with tremendous enthusiasm thirty-five hours a week. They read last fall ten dialogues of Plato and voted to have extra classes so that they might read and discuss all the rest of them. In connection with the reading, they are going through a formidable course of instruction in grammar, rhetoric, logic, and mathematics. The entire freshman class at Columbia is now reading and discussing twenty-five of the great books in philosophy and literature. I understand that "Rushing Week" at Columbia was a failure because the students were too interested in the reading to be interested in fraternities, that the books are the chief subject of discussion at all informal student gatherings, and that the only complaint comes from teachers in other courses who feel that their work is suffering from the enthusiasm the books in the humanities course arouse. For seven years and more I have taught these books to unselected pupils in our University High School and to freshmen, sophomores, juniors, and seniors in college. None of them has suggested that the books were too hard or that they were not worth reading. I can testify from this experience—though not, of course, very scientifically—that students who can read anything thrive on these books and that the younger they are the more they thrive.

Those who think that this is a barren, arid program, remote from real life and devoid of contemporary interest, have either never read the books or do not know how to teach. Or perhaps they have merely forgotten their youth. These books contain what the race regards as the permanent, abiding contributions its intellect and imagination have made. They deal with fundamental questions. It is a mistake to imagine that young people are interested only in football, the dramatic association, and the student newspaper. I think it could be proved that these activities have grown to their present overwhelming importance in proportion as the curriculum has been denatured. Students are interested in the extracurriculum because the curriculum is so stupid. Young people are interested in fundamental questions. They are interested in great minds and great works of art. They are, of course, interested in the bearing of the ideas in these books on the problems of the world to-day. It is, therefore, impossible to keep out of the discussion, even if the teacher were so fossilized as to want to, the consideration of current events. But these events then take on meaning; the points of difference and the points of similarity between them

and now can be presented. Think what a mine of references to what is now going on in the world is Plato's *Republic* or Mill's *Essay on Liberty*. If I had to prescribe an exclusive diet for young Americans, I should rather have them read books like these than gain their political, economic, and social orientation by listening to the best radio commentators or absorbing the *New York Times*. Fortunately we do not have to make the choice; they can read the books and listen to the commentators and absorb the *New York Times*, too. I repeat: these important agencies of instruction—the radio and the newspaper—and all other experiences of life, as a matter of fact—take on intelligibility as the student comes to understand the tradition in which he lives. Though we have made great advances in technology, so that the steam turbine of last year may not be of much value in understanding the steam turbine of 1938, we must remember that the fundamental questions today are the same with which the Greeks were concerned. The answers that the Greeks gave are still the answers with which we must begin if we hope to give the right answer today. The answers they gave have affected human history so profoundly that we cannot approach the issue of the purpose of the state, for example, without unconsciously reflecting their views. We may apply to these early thinkers the words of Cardinal Newman about Aristotle:

Do not suppose, that in thus appealing to the ancients, I am throwing back the world two thousand years, and fettering philosophy with the reasonings of paganism. While the world lasts, will Aristotle's doctrine on these matters last, for he is the oracle of nature and of truth. While we are men, we cannot help, to a great extent, being Aristotelians, for the great Master does but analyze the thoughts, feelings, views, and opinions of human kind. He has told us the meaning of our own words and ideas, before we were born. In many subject-matters, to think correctly, is to think like Aristotle; and we are his disciples whether we will or no, though we may not know it.

Do not suppose that in thus including the ancients in my course of study I am excluding the moderns. I do not need to make a case for the moderns. I do apparently need to remind you that the ancients may have some slight value, too.

Do not suppose, either, that because I have used as examples the great books in literature, philosophy, and the social sciences, I am ignoring natural science. The great works in natural science and the great experiments must be a part and an important part of general education. Here again I am not concerned with the method; I am concerned with the end. The student should understand the leading ideas in the natural

sciences. Do you think he does to-day? On the contrary, what he gets to-day is either a superficial shower from a survey course or professional instruction from the first day of freshman year, based apparently on the notion that every member of the class is going to be a chemical engineer. General education is not professional education. The curriculum must be designed to prepare the student for intelligent citizenship. The type of scientific instruction that I received in college has no place in the kind of college I am proposing. As for survey courses of the usual variety, they have no place there either. They degenerate too easily into a rapid tour of all the facts known in physics, chemistry, and biology. The basis of the scientific program should be the great landmarks of scientific work, the books and the experiments.

Neither at Columbia nor Chicago has anybody interested in the kind of curriculum I am suggesting had the facilities for the kind of scientific instruction we have wanted to give. At St. John's College those facilities are available and are now being used. It appears that between a half and a third of the course of study will be mathematics and natural science.

Another problem that has disturbed those who have discussed in this issue is what books I am going to select to cram down the throats of the young. The answer is that if any reasonably intelligent person will conscientiously try to list the one hundred most important books that have ever been written I will accept his list. I feel safe in doing this because (a) the books would all be worth reading, and (b) his list would be almost the same as mine. There is, in fact, startling unanimity about what the good books are. The real question is whether they have any place in education. The suggestion that nobody knows what books to select is put forward as an alibi by those who have never read any that would be on anybody's list.

Only one criticism of this program has been made which has seemed to me on the level. That is that students who cannot learn through books will not be able to learn through the course of study that I propose. This, of course, is true. It is what might be called a self-evident proposition. I suggest, however, that we employ this curriculum for students who can be taught to read and that we continue our efforts to discover methods of teaching the rest of the youthful population how to do it. The undisputed fact that some students cannot read any books should not prevent us from giving those who can read some the chance to read the best there are.

I could go on here for hours discussing the details of this program and the details of the attacks that have been made upon it. But these would be details. The real question is which side are you on? If you believe that the aim of general education is to teach students to make money; if you believe that the educational system should mirror the chaos of the world; if you think that we have nothing to learn from the past; if you think that the way to prepare students for life is to put them through little fake experiences inside or outside the classroom; if you think that education is information; if you believe that the whims of children should determine what they should study—then I am afraid we can never agree. If, however, you believe that education should train students to think so that they may act intelligently when they face new situations; if you regard it as important for them to understand the tradition in which they live; if you feel that the present educational program is unsatisfactory because of its "progressivism," utilitarianism, and diffusion; if you want to open up to the youth of America the treasures of the thought, imagination, and accomplishment of the past—then we can agree, for I shall gladly accept any course of study that will take us even a little way along this road.

Dr. Judd was the second speaker.

SPECIALIZATION, THE BANE OF SECONDARY EDUCATION

CHARLES H. JUDD
The University of Chicago

One of my friends told me about a man in Indianapolis who had been successful for many years in conducting a large business. As he grew old, he had associated with himself his two sons. One day he called in the sons, who by that time had gained some acquaintance with the establishment and its sales policies, and said to them that he noticed that the profits of the year just closing had been less than usual. "I have concluded," he went on to say, "that probably new methods are needed in order to keep our business moving forward. I have therefore decided to turn over the concern to you. You are under no obligation to continue the policies which I have followed. I am going to take a trip around the world."

That man was a practical psychologist. He knew when

the patterns of his nervous system had become fixed. What is perhaps more to his credit, he knew what to do when he was no longer flexible and adaptive. I imagine that probably he was in reality more flexible and adaptive than most old men are. The very fact that he had interests large enough to engage his attention and excite his curiosity showed him to be still plastic.

Plasticity of mind is a virtue which the educational system has not always recognized as of major importance. There was a time, if I read the history of education aright, when acceptance of authority and acquaintance with the pronouncements of authority were regarded as the true goals of all schooling. Men were expected to conform and were regarded as showing by conformity the highest intelligence.

The educational system is by no means free today from traces of the earlier devotion to conformity. The teacher who ranks at the top of the class the pupil who answers questions in the familiar terms of the textbook or in the impressive language used by the instructor himself is either consciously or unconsciously attempting to pattern according to fixed standards the thinking of those whom he instructs. Such a teacher is, in fact, exploiting human nature. Young people come to school full of what Kipling calls "insatiable curiosity." They are eager to rummage into every accessible corner of the universe. They are surprised at everything which they encounter because, after all, this is an astonishing universe. They form all kinds of weird hypotheses and are delighted with every discovery that they make. Harsh experiences tame these young hopefuls and tie them down to realities. Of the harsh experiences, none are more exacting than those encountered in the schools. In ordinary life there are usually several ways of dealing with situations and attaining moderate success. In school the variety of correct answers seems to be strictly limited. Conformity soon comes to be the accepted method of getting on well with teachers and with the marking system.

One cannot quarrel with the schools when they insist on some degree of conformity. There are accepted patterns which must be followed if one is to formulate correct English sentences. If one starts with a singular subject, it is intolerable that the following verb be plural. Similarly, if Euclidian postulates and axioms are accepted, the rest of geometry seems to be inevitable. The schools are obliged to recognize these hard and unalterable facts. The schools cannot ignore standards.

The difficulty with education when it does its duty in enforcing rigid standards is that it often leads young people to proceed in all their thinking on the assumption that the whole world operates in a perfectly regular way. The expectation of uniform procedure at all times proves to be misleading. It is something of a shock when one has learned in school that there is a certain well-established law of economics to discover that some great corporation goes on its profit-making way utterly unregardless of that law. It is sometimes fatal to maintain that one has the right of way when it is strictly true that one does have the right of way according to the rules of traffic. Modern life is a curious mixture of law and relaxations of law, of principles laid down by the fathers and revised by later generations, of things that one may do, but had better not do.

There are examples without end of the demand in the world for adaptability. Consider, for example, that recently much-discussed phenomenon of technological unemployment. Here is an accountant of excellent training and unsullied record. This man is the embodiment of accuracy and perfection of style in his professional work. Suddenly the world passes through one of those inexplicable evolutions which students of economics call a "business cycle" and our accountant is out of a job. If he were like his child, he would turn to some new toy, but he is not like his child in ninety-nine cases out of a hundred. He does not know how to turn to anything. He looks at the advertisements every morning in the hope that someone needs an accountant. He walks up and down the streets of the financial district of the city looking for a position as an accountant. There is just one part of the social cosmos into which our individual trained to be an accountant can fit. He has spent his life cultivating proficiency in one art, and he insists on practicing that one art. He finds himself bewildered and lost in what has become for him a social chaos, inhospitable to the talent which he has polished by long use.

It is quite certain that some day there will be general acceptance of the educational principle that the two complementary duties of the educational system are to cultivate absolute conformity to standards and at the same time prepare the products of the schools to live in a world which demands for success a high degree of adaptability, or willingness and capacity to abandon all accepted standards and meet new situations with new forms of behavior. It will require a radical change in the attitude of some of our colleagues to be happy

in the new educational world which will be ushered in by the acceptance of these dual objectives of education. I remember very clearly the teacher of geometry in the high school which I attended. She has long since gone to the reward which was abundantly due her. That reward makes up, I hope, for the difficulties which she encountered in changing a group of semi-civilized miscreants into followers of Euclid. She used to mark a demonstration in geometry wrong if there did not appear at the end in neat form the three triumphant letters Q.E.D. I cannot by any stretch of imagination picture that adherent to standards accepting the duty of making anyone flexible.

The thesis which I am trying to defend in this paper reaches in its implications far beyond the behavior of pupils and teachers. School administrators, parents, members of school boards, college professors, citizens, private and public, and all other human beings who can be thought of as influential in determining educational policies now tend, and have for a long time tended, so emphatically to favor rigidity in methods of teaching and in choice of subjects to be included in the school curriculum that it is going to be difficult to turn their interest to the cultivation of flexibility.

One special obstacle in the way of securing interest in flexibility is the fact that high-grade scholarship is always closely related to specialization. The universities of this country are committed to specialization. They want no intellectual Jack-of-all trades. It is quite unthinkable to the typical academic mind that a student should be well grounded in two subjects which are not directly related. It is conceded that a scholar may know something about a subject closely related to his specialty. A chemist may know something about physics, and a student of French may know something about English. It is not to be expected that a historian should be competent in biology or that a mathematician should be competent in philology. When state departments of education become powerful and exercise their full influence in directing the education of pupils in secondary schools, they take sides with the universities and require close specialization on the part of teachers. They frequently go so far as to write on each certificate to teach a very short list of subjects in which the teacher may practice his art.

I am not in any doubt as to the advantages of minute, specialized scholarship. As a student of psychology, however, I am aware of the consequences of specialization. For some

years past the educational world has been informed that there is little or no transfer of training. The evidence which has been cited in support of this statement is drawn from an examination of the many examples of extreme specialization readily found in every school—specialization which has closed the minds of teachers as well as pupils to interest in more than one subject. Specialization builds a high wall around the mind. Anyone who has grown accustomed to the sheltered life within a specialty will seldom take any risks by attempting to go outside the region with which he is familiar. It is quite the fashion these days to assert with pride that one does not know anything in fields in which one has not studied. The student of Latin knows nothing about statistics; the student of statistics knows nothing about literature; the student of literature knows nothing about biology—and each is proud of his limitations.

Narrowness in one's intellectual life would not be so bad if one did not have to live with other people. I should be perfectly willing to allow my colleagues to shut themselves up in their own fields if it were not for the fact that we have to meet together in the University Senate. At the meetings of that body questions have to be settled which are not questions of mathematics or language or of the kind to which our department of education gives its special attention. I have observed a number of cases in the meetings of our Senate when the evidence seemed to point emphatically to a complete absence of transfer of intelligence. Indeed, the only descriptive term which I think can be appropriately used in describing some of these cases is the term "negative transfer."

What I have observed can be seen, I am sure, in all faculties of all colleges and all secondary schools. Not only do specialization and its consequent influences appear in faculty meetings, but they are socially contagious. Teachers of the languages make derogatory remarks about all science teaching, and science teachers reciprocate. I happen to know that everyone makes remarks about the teaching in the department of education. Students often believe what their instructors tell them. I know this to be true because it has sometimes taken me several weeks of contact with a student who was compelled to elect courses in education to convince him that the remarks made about education by some noneducational member of the faculty are in need of reinterpretation.

What I am trying to say is that our major academic tendency, the tendency to demand specialization, is dangerously

likely to make our students like ourselves—narrow-minded. Narrow-mindedness is a trait which is sharply to be contrasted with intellectual flexibility or plasticity.

I pointed out earlier that it does not seem necessary under existing conditions to present any vigorous argument in support of conformity, or what I am now calling "specialization." We may with propriety spend such time and energy as we have at our disposal asking whether there is any way in which the secondary school can actually cultivate plasticity and flexibility. I am encouraged to believe that ways can be found of making pupils flexible.

If there is one characteristic more conspicuous than another in a mind that is flexible, it is universal interest in new experiences. If you encounter an individual who is interested in any subject that comes up, you are in the presence of a mind that is quite certain to be flexible. If this statement is accepted as true, the prescription of a method of procedure in secondary-school teaching is fairly easy. Keep curiosity or universal interest in new experiences alive. Put negatively, this prescription is: Do not suppress the interest which pupils have when they enter school.

I believe that the secondary schools of this country have a new opportunity to teach interestingly. They should take full advantage of this opportunity. A few years ago, when attendance on the secondary school was relatively uncommon and the urgency to get young people out into practical life was intense, the secondary school gave a great deal of attention to what was called "economy of time." The courses taught in the schools were condensed, and all the interesting details were taken out. The fact is that most of the teachers of the present generation have to carry on independent researches in order to correct this omission in their own education and to discover the interesting materials that exist in their subjects.

The time has come when economy of time is not the engrossing requirement. I suggest that the requirement be set up for every secondary-school class period that at least one interesting fact not in the textbook be presented by the teacher. This requirement would send teachers scurrying to the libraries and to other sources for something out of the ordinary and would greatly stimulate both teachers and pupils.

Another suggestion of a like kind is that a number of courses be organized in every school which are expressly designed to be interesting. I think I will venture the heresy that

every pupil should be required to elect each semester at least one snap course in which nothing is taught because it has to be learned.

I have often thought I would spend some time in my old age writing an article or perhaps a book entitled *Great Snap Courses*. I shall send out a questionnaire and ask graduates to tell me what they learned in snap courses, how many they took, how teachers in these courses behaved, and so on. I shall reduce all my findings to tables or possibly to some form appropriately describable as a contribution to visual education. I believe that royalties on such a book would probably exceed those that I have been able to collect on my less scholarly writings.

If anyone recoils against one snap course per pupil per semester, I have another suggestion. Let the secondary schools follow the example of the colleges and give their pupils general survey courses, or, as they are sometimes called, "orientation courses." A general survey course can properly break away from some of the drab traditions of the past. Most of these traditions are, as I have pointed out, traditions of specialization. Let us open the windows and let science and literature and some real classics in, not in rigid courses systematically organized for purposes of intellectual regimentation, but in discursive courses designed to stimulate curiosity and universal interest.

I must, however, restrain my enthusiasm for these unorthodox courses. I could put up a real argument for flexibility of mind by appealing to the facts of biological evolution. I could show that the cerebrum is the most flexible part of the human organism. I could show that old age and senile decline come when men and women lose interest in new experiences. I am sure that I am right in making a plea for plasticity as one of the major virtues. I may have obscured the issue by suggesting particular devices. If so, I ask you to forget my devices but remember the main truth, which is that a secondary school that specializes pupils too intensively is undoubtedly a school seriously in need of reorganization.

SECOND GENERAL SESSION

Monday, February 28, 1938

The second meeting of the convention was divided into two sessions: (1) A high-school program held in the Submarine Grill of Hotel Traymore at 2 P. M., and (2) a junior-college session in Ocean Hall, Marlborough-Blenheim Hotel.

High-School Program

The theme of this session was the *Influence on Secondary Schools of the Coöperative Study of Secondary-School Standards.*

Prin. Paul E. Elicker of Newton High School, Newtonville, Massachusetts; Chairman of Atlantic Zone Visiting Committee, and First Vice President of the Department, presided.

Principal Byron J. Rivett of Northwestern High School, Detroit, Michigan, presented his paper, *As a School Principal Sees It.*

THE INFLUENCE ON SECONDARY SCHOOLS OF THE COÖPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS

B. J. RIVETT

Principal, Northwestern High School, Detroit, Michigan

The six accrediting associations in the United States have done a great deal to improve the secondary schools by insisting upon standards and by regular inspection. The public high schools are supported by the state and local communities but each individual school, no matter how well conducted and how well equipped, needs appraisal by an outsider. A reason for this is the fact that human nature is such that, without criticism, one tends to become self-satisfied. Therefore, if the administrator is honest with himself, he must admit the value of appraisal by an agency outside the local school system.

Speaking particularly of the North Central Association, the present system of reports and visits is too indefinite and incomplete. Much has been done by them in raising the qualifications for teachers and in improving library and laboratory facilities. On the other hand, little has been accomplished to stimulate the study of the schools' aims and objectives, the community, the pupils themselves, the degree to which the

school is serving the community, and in actually realizing its objectives.* The routine of conducting a school requires so much time and energy that the principal is inclined to give little attention to the larger aspects of the school's problems.

To be more specific, what did we learn by participating in the Coöperative Study of Secondary-School Standards? First, the preliminary check lists sent us were valuable because they gave us in detail what were considered as necessary and desirable in conducting a secondary school. Several members of our staff studied these carefully and made suggestions for revision particularly with reference to a large city high school. Secondly, we considered it a great privilege to be chosen as one of the two hundred schools to be visited by the committee, although we knew that it involved much extra work. Very little is of real value unless some effort is involved. It may be of interest to those that did not take an active part to give some detail of the procedure. The check lists entered from A to N were as follows: (A) Information and Instruction; (B) Philosophy, Purposes, and Objectives; (C) Pupil Population; (D) Curriculum and Course of Study; (E) Pupil Activity Program; (F) Library Service; (G) Guidance Service; (H) Instruction; (I) Outcomes; (J) School Staff; (K) The School Plant; (L) Administration; (M) Personal Data; (N) Individual Evaluation.

We spent a great deal of time on these fourteen check lists and all members of the teaching staff assisted in preparing them for use of the committee. The assistant principal did all the work on the school plant because he was trained as an engineer and spent several years teaching in a vocational high school. It was necessary to compile the data for the pupil population from the pupils then in school in order that it might be strictly up to date. Some of these data are required in city and state reports so that the figures were readily available, but we had not recently determined the socio-economic status of the pupils. We learned that over sixty per cent of them were in the laboring classes, skilled and unskilled. In order that the teacher should have some part in the preparation of check lists, each one graded herself on the Individual Evaluation lists. Afterwards these were reviewed by the department heads and the principal. We gave a great deal of attention to the one on outcomes. The ten department heads and the principal

*The defects of the present system of accrediting are well stated by the coöordinator Walter C. Eells in the January, 1938, *Educational Record*.

studied the items and the final report was the result of a conference of this group.

Previous to this study we had not been obliged to state definitely our philosophy, purposes, and objectives and we had not given enough thought to the outcomes, that is, how well we were accomplishing our objectives. These are two of the most valuable check lists for any school because the administrators and the teachers must of necessity do some thinking. If the outcomes do not agree with the objectives, there should be reorganization of curriculum and improvements in instruction. For a number of years we had not satisfied with our curriculum and we had been reorganizing it to meet the demands of a changing pupil population. We were pleased to use the check lists on the curriculum to assist us in clarifying our ideas. Perhaps enough has been said to illustrate the value of these tests to any teaching staff.

SURVEY BY VISITORS

Another important part of the school's participation was the visit by a committee of five members. These were Frank C. Jenkins and John P. Lozo from the Washington office, Wesley Beadle from the State Department of Instruction, Harlan Koch and Edgar Johnston of the University of Michigan College of Education. They spent three days in the Northwestern High School visiting all teachers to see the classes in operation. They also spent some time studying our check lists, called on the Superintendent of Schools and the Assistant Superintendent in Charge of High Schools, and had luncheon with the Northwest Kiwanis Club, composed of business and professional men in our community. Finally, they met all of our teachers in a meeting to discuss the aims of the study. Thus, this committee of visitors must have been able to appraise the school quite accurately. We urged them to give us constructive criticism but they were reluctant to do this because they did not have the authority of an accrediting agency. However, we believe this should be done when visited for the purpose of accrediting a school.

OTHER ASPECTS OF THE SURVEY

The Coöperative Study of Secondary-School Standards also received additional information about the school by means of standardized and judgment tests given to one hundred eleventh grade pupils, by means of a study made of the success of

our graduates in colleges, by a follow up study of former pupils, and by a questionnaire sent to parents. We have learned much from the last two, in particular. Obviously, we did not see the questionnaire sent to parents because frank and honest statements were desired, but the committee sent us the results. In general, the parents' criticisms were just and dealt chiefly with the faults of certain teachers and with the overcrowded conditions in our school.

A questionnaire was sent to several hundred former pupils with the request that it be filled out and returned by mail. The questions included the following: name, address, if graduated, race, sex, why pupil left school, present occupation, income per week, extent that high school helped in securing and holding present position, extent that school course and life developed interest in and appreciation of the following fields and participation since leaving school: athletics and sports, music, theaters and movies, use of libraries, reading books and magazines outside of libraries, interest in good health, religious activities, citizenship activities, social activities, and interest in formal education. In addition, these former pupils were asked to characterize their total experience in high school as—

Most satisfaction experience I have ever had
Thoroughly satisfied with most things
Well satisfied but wish a few things were different
Fairly well satisfied, but many things were disappointing
Not very well satisfied, although a few features were
 pretty good
Decidedly dissatisfied with most things
Most unsatisfactory experience I have ever had

Then followed two questions, namely,

What is the most satisfying thing about the school, as you think back over your experience with it, and what is the most disappointing thing about the school?

Ninety-nine replies were received, of which 42 are boys and 57 girls, 87 white and 12 colored, 64 were graduated from high school and 35 left before graduation. The occupational status was as follows:

Working for wages, 78	Unmarried girls at home, 6
Housewives, 12	Unemployed boys, 3

The weekly salaries of 37 boys ranged from \$4 to \$60, of 37 girls \$6 to \$20. The median wages for boys was \$25, of girls \$19. Twenty-nine of the 37 girls worked in offices as stenographers, typists, bookkeepers or general office girls. Sixteen

of the 37 boys worked in automobile factories as apprentices, machinists, or laborers.

They were asked to state the amount of help the school had given them to secure and hold their present positions.

Thirty-two said the school had been of great help or indispensable;

Sixteen said it had been of little or no help.

By analyzing these figures, it was found that of the 32 who had received great help 17 were office girls, 2 were Ford apprentices, 2 were housewives, and the remainder were holding positions in which high-school graduation was required. Of the 16 who had received little or no help, 10 were boys working in a factory and 2 were unemployed.

The following are the figures for the question,

To what extent do you feel that your school course and life developed interest in an appreciation of the following fields and participation in them since you left school?

	Very much and some	Very little and none
Athletics and Sports	71	28
Theater and movies	56	35
Use of libraries.....	67	24
Music	46	46
Reading books and magazines outside of libraries	73	19
Interest in good health.....	84	7
Religious activities	43	43
Citizenship activities	74	18
Social activities	73	19
Interest in further formal education ...	67	21

Some were not checked:

An interpretation of these leads one to believe that these young people think we are emphasizing the following very much: interest in good health, citizenship and social activities, athletics and sports, reading books and magazines outside of libraries. To a lesser extent we are emphasizing further formal education, use of libraries, and the theater and movies. The smaller numbers for music and religious activities are explained by the fact that music is an elective subject and religion is not taught directly. The nearest approach to it are the Hi-Y and the Girl Reserve Clubs.

The next question is one of interest because it gives the general impression of the school left in the minds of the young people one to three years afterwards. Of 95 who answered

this question, 77 or over 80% (33) were well satisfied, (28) thoroughly satisfied, (16) or thought it the most satisfactory experience they had ever had. Six were not well satisfied and only one was decidedly dissatisfied with most things. The remainder (1) was fairly well satisfied, but many things were disappointing.

The answers to the question, What is the most satisfying thing about the school, are encouraging. Thirteen did not answer this. Of the remainder, 30 said the capable and friendly teachers, 20 the social life and contacts, 12 the athletic activities, 22 the satisfaction they got from studying certain school subjects (every department was mentioned), 5 the development of their personality, 4 the opportunity to choose the subjects they liked, and 4 the variety of subjects. Among the miscellaneous replies, 2 mentioned graduation, one the short school day, and one colored boy said the fairness on racial discussion in the social science classes. One boy said high school is education and fun combined.

The replies to the question, What is the most disappointing thing, are interesting in the variety of answers. Twenty-six did not answer or said they had no complaint, 3 regretted they had to leave, and 15 were personal matters which is no criticism of the school, such as they did not finish high school or did not enter social activities. This leaves 40 who had a real criticism.

We have devoted considerable time to this study of former pupils because it gives a fair opinion of what young people think after they have left school.

CONCLUSIONS

We have few suggestions to make if this procedure is followed in accrediting secondary schools. We would not reduce the number of check lists but we believe that some of them can be abbreviated. Furthermore, we suggest that, if regional associations use this plan to inspect schools, they spend sufficient time to do it well. Recently, the State Department of Public Instruction and the University of Michigan made a one day inspection of the Northwestern school which was inadequate for a large high school. We recognize that in this case the officials could not afford any more time because of the large number of schools which required inspection. Incidentally, would it be possible to invite an educated layman to assist in these inspections?

We have heard a criticism of using this detailed procedure by a regional association to accredit a secondary school. One principal said the amount of time and effort is entirely too great. If it were necessary every year we would agree with him, but we understand that the committee would not require it more often than once in three or five years. We admit that a great amount of work is necessary but we believe it is worth the effort.

In conclusion, we have nothing but praise for the work of the committee and the visitors. The Coöperative Study of Secondary-School Standards is one of the most important contributions for the improvement of secondary schools that has been made in the last two decades. We hope that the regional associations will use the check lists and the results of this study so that the secondary schools of the country will continue to improve the services to their community.

This report was followed by a report by Floyd W. Reeves, Chairman of President Roosevelt's Advisory Committee on Education on *The Federal Government and the Secondary-School*.

THE FEDERAL GOVERNMENT AND THE SECONDARY SCHOOL

FLOYD W. REEVES

At the request of the Chief Executive, this Committee for more than a year has been studying the problems of Federal relationships to State and local conduct of education. From the beginning it has seemed clear that any fundamental clarification in those relationships must be based upon a thorough consideration of the place of education in the United States to-day.

The schools are only one of the devices used by society for the care and training of children and youth, but for that purpose they are now beyond doubt the leading institution. They have thus become the object of increasing concern, not because their achievements have not been great, but because the magnitude of the task continues to increase.

Education at the secondary level in this country was for a long time considered a special privilege, available only to a few on the payment of tuition fees, and designed chiefly as a preliminary preparation for certain professions. During the lat-

ter part of the nineteenth century the growing realization of the implications of democracy led to the development of the high school as a part of the common-school system.

In retrospect, nothing in the evolution of American education is more striking in its sweep than the development of the secondary school. Nothing like it had ever happened in any other country. As late as 1890 in the United States only 3.8 per cent of the number of young people 14 to 17 years of age were enrolled in public high schools; at present more than 60 per cent of the population of high-school age are enrolled in public high schools. In 1937 for the first time the number of graduates from high schools in a single year passed the million mark. There are now some 25,000 public high schools in which over 230,000 teachers instruct almost 6,000,000 boys and girls, by means of a curriculum that is gradually, although inadequately, being adapted to meet the individual and social needs of American youth.

The expansion of high-school courses to meet one new demand after another without any fundamental reorganization of programs has brought great confusion into their offerings. The pupil, his parents, and the public frequently see no sensible or necessary meaning in the arrangement of the curriculum. There is a great need for a recodification of educational objectives and methods in the secondary schools, so that pupils, parents, teachers, and taxpayers may have a definite picture of the world of human knowledge and human attitudes into which the pupils are being introduced.

In any reorganization of secondary schools, a central place should be given to their major task of preparing all youth to the age of at least eighteen for useful, self-sustaining membership in American society. This means that there must be far-reaching modifications of secondary education, new curriculums, new courses, and, possibly, new methods of instruction.

The curriculum reforms needed in the secondary schools can be achieved only through decentralized efforts and by methods that meet with widespread public approval. It seems not too much to hope that schoolmen may be able to settle their major differences with respect to the objectives and procedures of the public secondary school, and then to provide the leadership that is needed to bring about change on a Nation-wide front.

Particularly in a democracy, based on the absence of class distinctions, is there need to maintain unity in the educational

system. European educational organization, based on a two-class system of society, furnishes no appropriate model for the schools of the United States. The dual type of school system maintained by most of the countries of Europe, with one set of opportunities for young people who are to enter the professions and another for the working classes, must be avoided in this country if the purposes of American democracy are to be achieved.

Most high schools offer some types of training designed specifically to prepare for employment, but programs in the vocational field are relatively undeveloped. The schools are still groping for the solution of many problems that must be solved before sound programs of occupational preparation can be provided on a substantial scale.

For adequate occupational preparation, many young people need special vocational training, but consideration should also be given to the far greater importance of general training for useful employment. Underlying each particular specialized trade or calling must be the basic skills and habits—accurate arithmetic, careful use of the language, and responsibility and conscientious work. Both elementary and secondary schools need better facilities for giving this basic training which will prepare a young person to learn a job quickly and, if the job vanishes in the course of technological change, to shift over without serious trouble to some new type of work. The useful habits and traits roughly included in the term "character," together with flexibility of mind and a wide range of interests, are the essential foundation for a successful working life in any occupation.

The complex opportunities and pitfalls of modern life make it practically impossible for most high-school pupils to make a wise choice of future occupation on the basis of casual observation of the world around them. Yet only a few schools are providing educational and vocational guidance under trained and capable counselors. In the absence of suitable provision for guidance, much of the high-school education now provided fails to meet the needs of the pupils. More attention to guidance is needed, with a more realistic definition of the requirements for ultimate employment and a better supply of data as to relative opportunities in the various fields.

The Committee believes strongly that there are few educational problems now before the American people to which they should give more earnest thought than the need for sound

and adequate programs of vocational education. In these days of economic insecurity there are few phases of life more vital to young people than getting and holding jobs. All schools, and particularly all secondary schools, must seek to improve the preparation they give for the world that awaits their pupils beyond the classroom.

For twenty years vocational education of an intensive and specialized type has been promoted in the public secondary schools of this country by Federal grants that increased to \$10,377,581 during the fiscal year ending June 30, 1937. Under new legislation which recently became effective, the Federal grants now authorized amount to \$21,785,000 annually. The grants have been authorized for vocational education in home economics, agriculture, trades and industries, and the training of teachers for these fields. Beginning in 1937-38, training for the distributive occupations is also included.

The general operation of the various programs of vocational education has been exceedingly unsatisfactory in a number of respects. A few of the major points of adverse general criticism are as follows: (1) The difficulties in administering local schools have been increased; (2) there has been some tendency toward the creation of a dual school system; (3) arrangements for coöordination with the interests served by other Federal agencies, particularly the Departments of Agriculture and Labor, have been inadequate; (4) relatively little research of an evaluative type has been carried on; (5) Negro schools in most States that maintain separate school systems for Negroes have not been justly treated. These criticisms apply more to some of the programs than to others, but the deficiencies enumerated have been chronic throughout the federally aided system of vocational education.

Some of the difficulties just mentioned and others that run through all the vocational programs are due to the fact that the statutes providing for the Federal aid are highly specific and detailed. Not only are the funds allocated among the specific fields of vocational education, but such matters as the number of months per year and the number of hours per week to be devoted to vocational education by full-time students, and the hours of classroom instruction per year in part-time schools, are also specified by law.

In the interests of more equitable provision of opportunities for vocational education, of less separatism within the school system, and of greater flexibility in State and local

school administration, it is recommended that all special Federal aid for vocational education of less than senior college grade be consolidated into one fund. With few limitations, the amended statutes should make this fund available to the States for all desirable types of occupational preparation.

If the various existing funds are not consolidated, however, the Committee believes that at the very least the States should be authorized, subject to the approval of the Office of Education, to make transfers between the various funds for vocational education. As matters now stand, the limits of the various programs are not only rigid and inflexible, but States frequently have more funds available for certain activities than they can use, while they are greatly in need of funds for other activities within the range of vocational education.

Walter C. Eells followed with a lantern-slide discussion on the *Bases for a New Method of Accrediting Secondary Schools*.

BASES FOR A NEW METHOD OF ACCREDITING SECONDARY SCHOOLS

WALTER CROSBY EILLS

The Coöperative Study of Secondary-School Standards was formally organized in the summer of 1933.

This paper is to be devoted, by request of those responsible for planning this program, to a discussion of the underlying bases for the accreditation of secondary schools.

What are the fundamental principles, the essential bases, for such an independent attack on the problem? I shall list eighteen.

1. The common purpose of all secondary schools is the transmission of racial culture and the development of the pupil, individually and as a member of society. They are alike in making use of individual teachers, in functioning in a school plant, in possessing a curriculum, in employing instructional methods, in presupposing a background of knowledge and skill in elementary school, in meeting several days a week for a major portion of a calendar year, and in many other respects. If such broad similarities as these did not exist, any common method of evaluation and accreditation would scarcely be feasible.

2. There should be no inflexible insistence upon uniformity and rigidity of organization, method, and standards for all

secondary schools in all parts of the country through any artificially imposed accreditation procedures.

3. The public school and the private school, the Catholic school and the Protestant school, the urban school and the rural school, the large school and the small school must be judged by comprehensive flexible standards, rather than by narrow, uniform, and rigid ones.

4. The same norms cannot fairly be used for judging the plant, the curriculum, the library, and other features in Maine and Montana, in California and Connecticut, in Vermont and Virginia, in New York and New Mexico. It is desirable that studies be made and procedures summarized on a nation-wide basis, but that application of them be made on a regional or state, or even local basis, with due regard to variations in local conditions and educational, economic, and social background.

5. All phases of the school—plant, staff, program—are to be evaluated chiefly as functioning units, not primarily as static ones; the program, the methods of administering it, and its results, are the chief matters to be considered.

6. A school must be judged as a whole, not merely as the unrelated sum of its separate parts. This means that accreditation will not necessarily be refused because a school is weak in one feature, or fails to meet a particular standard. Possible deficiency in one field may be excusable or even desirable, or may be more than compensated for by superiority in another field or fields. The general level of the school's work and the interrelationships of the different phases of it will need to be considered.

7. Methods of accreditation, as far as possible, should be based upon scientific studies and objective evidence, rather than upon untested assumptions and unsupported opinions. This means that the results of research studies and other recent scientific investigations of secondary education should be given full consideration in the development of better methods. Standard tests, approved measuring instruments, valid scales, and similar devices should be used—but they should be used intelligently, not blindly.

8. The considered judgment of competent educators is an essential factor in the evaluation of the quality and character of the work of a school. This principle is not in conflict with the preceding one, but is supplementary to it. It means that while statistical data are necessary, they are not sufficient. There should be a judicious mixture of the subjective and of

the objective. Statistical method cannot replace expert judgment, but it can form a much better basis for the legitimate and helpful exercise of such judgment. Judgment should be based upon all the scientific evidence and other objective data available, not on guesswork or hunches. Evaluation should be based upon a careful study by a committee of competent educators, who will spend sufficient time in the school to familiarize themselves with all important phases of its work.

9. This is simply a recognition of the common scientific procedure that theory should be tested by experiment, and is an application of it in the educational field. In the case of the Coöperative Study, two hundred carefully selected schools have been used as the basis for the validation of the materials and procedures which it expects to recommend.

10. While we may know the definite character and amount of apparatus necessary for an experiment in physics or chemistry for a class of a given size, we do not know the optimum number of books for a library, the most desirable outcomes in the teaching of English, or the best methods of supervision. In such cases, after as valid measurements or evaluations as possible have been made, the adequacy of the school in these fields must be judged in part by comparison with other schools measured by the same methods.

11. A school should be judged in terms of the extent to which it meets satisfactorily the needs of all pupils who come to it, not alone of those who continue their formal education in institutions of higher learning. Standards have been dominated in many cases, if not completely determined, by college admission criteria. This principle means that it is not sufficient to evaluate the school merely in terms of the success of its graduates in the college and university, important as this may be as one element; it must be evaluated also in terms of its success in giving an education for successful living—economic, social, and personal—to the young people who do not go on to college.

12. A good school is a growing school. It should be judged by its progress between two different dates as well as by its status at a single date. This means, as Oliver Wendell Holmes once observed, that "it is not nearly so important where we stand as the direction in which we are going." A poor school which is steadily improving may be more worthy of accreditation than a much better school which is steadily deteriorating.

13. Any useful, stimulating, and valid method of accreditation must be flexible with the passage of time; that is, it must be capable of reasonable modification from year to year, as new bases of evaluation and different levels of achievement are suggested or developed from the use of existing ones. Change is a universal law. Methods of accreditation, like schools themselves, must be constantly changing if they are to keep up to date. Methods which are flexible in their application to a particular school, which recognize valid differences between schools and between their purposes and pupils, will be such as to be easily modified, also, with the passage of time and the benefit of experience.

14. The number of factors evaluated in the modern secondary school must be sufficiently large and varied to give valid evidence of worth in each of the main areas of the school's work. This means that the accreditation of a school on the basis of a small number of rigid measures is insufficient to give a valid measure of all essential aspects of the educational program.

15. Accrediting procedures and materials must be brief enough in extent and convenient enough in form to be practicable for use in all secondary schools. This principle must be considered in connection with the preceding one, and a proper balance be struck between the two. Materials must be brief enough to be usable but long enough to be valid. Extensive sampling is required, rather than complete measurement. The samples, however, must be significant factors that really characterize the school and have been proved to possess real discriminative value. Criteria should take as a model, not the photographer who with his lens takes in everything in sight, but the artist, who skillfully selects the significant elements in the landscape and uses them to suggest details all of which do not appear explicitly on the canvas.

16. If criteria for evaluation are sufficiently flexible, extensive, and thorough, it is not essential that they be applied annually. This means that complete evaluation of a school may need to be made only at regular or irregular intervals of several years. Changes of administration or other unusual conditions may justify reconsideration of accreditation at special times. Partial evaluations may be made at intervening periods. Continuous self-evaluation is important.

17. The basis and methods of accreditation should be such as to require interest and participation in the process on

the part of the entire professional and non-professional staffs of the school. This means that the basis of accreditation cannot be limited to statistical blanks filled out by clerical assistants, or even to information furnished by the principal alone. It should be a co-operative process involving mutual criticism and suggestion by the entire staff. Criteria should be such as to stimulate frequent if not continuous consideration and discussion by the school staff regardless of whether or not a visit by a committee of competent educators is anticipated.

18. The primary function of accreditation by the state or regional association should be stimulation toward continuous growth and improvement, not merely inspection and admission to membership.

CONCRETE PROCEDURES FOR IMPROVED METHODS OF ACCREDITATION

Figure 1 shows the location of the 200 carefully selected secondary schools which participated in the experimental study last year. These schools were chosen geographically so as to represent every state, the number in each state being proportional to the number of regionally accredited schools existing in the state. They were also selected on a proportional basis as regards size and type of control. They vary in size from one of only 20 pupils to one of almost 10,000. Thirty-two are private schools, 168 are public. In order to study the non-accredited schools also, 25 of this type were included. Other factors taken into consideration were type of curriculum, number of years included, type of community served, urban or rural location, racial groups educated, and boarding or day-school status. No effort was made to select the best schools. In fact, a definite effort was made to secure schools of varied quality, from very inferior ones to very superior ones, since the object of the study ultimately was to arrange these 200 schools in order of educational excellence in order to form a scale for comparison, for purposes to be stated later.

In order to secure extensive and valid criteria for evaluation, these schools were studied by seven different methods, the relative weight to be given to each method being indicated below:

200 COOPERATING SCHOOLS

* PUBLIC
• PRIVATE

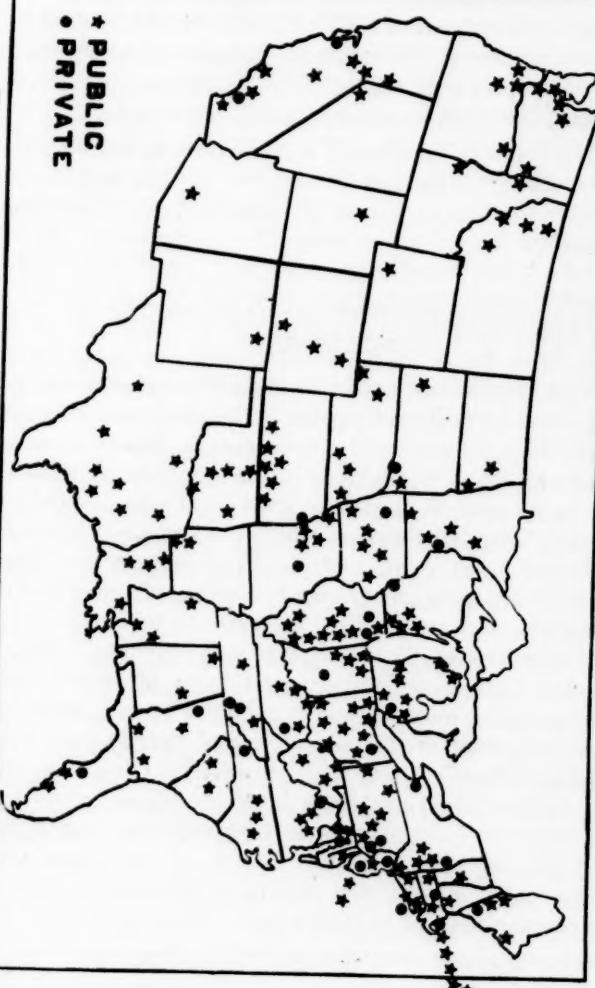


FIG. 1. Location and Type of Two Hundred Cooperating Secondary Schools.

	Percentage
1. Evaluative Criteria	40
a. Educational Program	20
b. Staff	10
c. Plant	4
d. Administration	6
2. Field Committee Judgments	20
3. Progress as Measured by Standard Tests	20
4. College Success of Pupils	6
5. Non-college Success of Pupils	4
6. Judgments of Pupils	6
7. Judgments of Parents	4
	100

A word or two of explanation concerning each of these seven methods is desirable.

1. *Evaluative Criteria.* Each school has been visited for periods of two to ten days each by a committee of experienced educators who have made a detailed examination, analysis, and appraisal of extensive information prepared in advance by the school concerning its philosophy and purposes, curriculum, pupil activity program, library service, guidance service, instruction, educational outcomes, staff, plant, and administration. In doing this more than 1,100 different items in these areas have been checked and over 500 evaluations have been made. These are known as the *Evaluative Criteria*. The committees have paid particular attention to instruction, approximately 90 per cent of the 5,500 teachers having been visited in their own classrooms, many of them being thus visited several times. The visiting committees have usually consisted of three or more men, at least one of whom has been a recognized educational leader in the state in which the school is located.

2. *Field Committee Judgments.* In addition to collecting and evaluating the large amount of quantitative data indicated in the previous paragraph, the visiting committees have made a general qualitative evaluation of each school, taking into consideration especially the underlying philosophy of the school, the nature of its pupils, its environment, and the adaption of the school to local needs and conditions.

3. *Standard Tests.* In order to measure significant pupil progress a series of nine psychological, achievement, and social attitudes tests was given to approximately 100 pupils in each school in the early fall of 1936-37. The achievement tests included the fields of English, social studies, natural science, mathematics, and vocabulary; the social attitudes tests meas-

ured attitudes toward war, the United States Constitution, and treatment of criminals. The tests were administered under uniform conditions by ten men who went to the schools for this express purpose. In the late spring of 1937 they returned to the schools and gave equivalent forms of the same tests to the same pupils, if they were still in school, in order to measure progress in these fields during the year. Approximately 20,000 pupils were tested on the fall trip, while 17,300 were found to be available for the spring testing. These tests, over 300,000 in number, have all been scored at the Washington office and are being interpreted with due regard to mental ability, previous academic work, and current curriculum of the pupils tested.

4. *College Success of Pupils.* In order to judge a school by its products as well as by its processes, two special studies have been carried out. For the first one the coöperating schools furnished lists of almost 13,000 of their graduates in the classes of 1932 and 1936 who had entered some 1,700 institutions of higher education. These lists were classified and sent to the registrars who furnished information concerning entrance and subsequent scholastic success of the pupils. The returns form an excellent measure of the success of the different schools from the standpoint of college preparation. For schools whose primary function is preparation for college and university the weight given this factor will be greater than the 6 per cent suggested above; for those which send relatively few of their graduates to college the weight will be less. Ten per cent is to be given to the two measures of success of the product of the schools, divided appropriately for each school studied, and with due regard to the relative completeness and reliability of the two types of data secured.

5. *Non-college Success of Pupils.* In order to measure the success of the same schools from the standpoint of the thousands of pupils who did not go to college, a follow-up study has been made of over 7,000 young people who had entered the schools as sophomores in the fall of 1932, but who had withdrawn from high school before graduation, or if graduating had not continued their formal education beyond that level.

6. *Judgments of Pupils.* At the time of the second testing trip, the opinions of over 17,000 pupils were secured on matters relating to the curriculum, guidance, pupil activities, and other important phases of their experience in the schools.

7. *Judgments of Parents.* A final measure of the success of the schools has been secured by obtaining the judgments of parents of over 7,000 members of the graduating classes. By means of a return postcard they expressed their frank opinions concerning the teaching, helpfulness, guidance, character development, and other important phases of the influence of the schools on their sons and daughters.

All of this extensive array of evidence is being studied by the research staff in the Washington office during the current year. It is being summarized, analyzed, weighted, and combined to give a total measure of the quality and success of each of the schools studied and its place in the final scale. As pointed out later, this scale will be used to validate the various tentative items of the suggested criteria and as a basis for comparison with other schools seeking accreditation in the various associations or states.

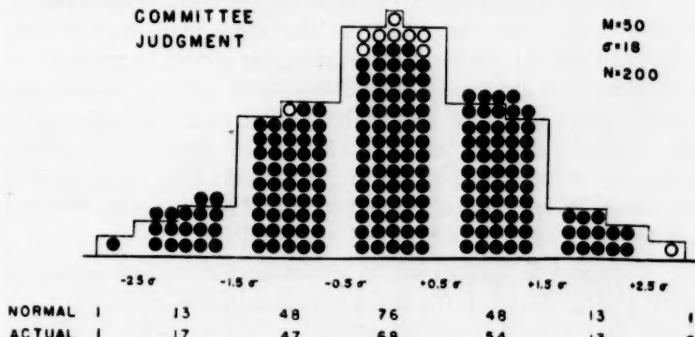


Fig. 2. Distribution of Judgments of Four Visiting Committees on General Quality of the Two Hundred Schools.

In spite of the care with which the 200 experimental schools were originally selected, some doubt was felt whether they would form a satisfactory distribution, ranging in appropriate proportions from the very inferior to the very superior. It was feared that there might be a preponderance of the better schools. Considerable light upon this question and upon the ability of the field committees to make competent and discriminative judgments is shown in Figure 2, indicating the distribution of judgments of the field committees. These committees were instructed to grade each school on a scale from 0 to 100 in terms of its general educational excellence. The average of their evaluations turned out to be 49.5 with a standard deviation of 18. A distribution of their evaluations in seven

classes in standard deviation intervals was made and compared with a theoretical or chance normal distribution. The two results are shown in Figure 2. The boundary line includes within it 200 small circles, each representing a school, if normally distributed. The solid circles represent schools placed according to committee judgments. The outline circles represent schools of the normal distribution, which were not found, or if found, were not so identified and evaluated by the visiting committee. The number of black circles without the boundary line must of course equal the number of outline circles within it. It will be observed that the actual distribution of committee judgments agreed surprisingly closely with a normal distribution. The number rated as superior was slightly greater than normal, while the number rated as average is eight less than might be expected in a pure chance distribution. The discrepancies in each case, however, are relatively slight.

Figure 2 covers the 200 schools for the country as a whole. Figure 3 is drawn according to the same plan, but for the schools in the six regional associations as separate groups. It is evident that normality of distribution is approximated very closely, even with the relatively small number of schools in each region. As far as the evidence of visiting committee judgment is concerned, therefore, it appears that the sampling of schools is very satisfactory not only for the entire country but for each of the six regional associations.

Figure 4 is introduced to show the marked variation in pupil ability found in the different schools and as further evidence that very inferior as well as very superior schools are probably included in the group. It shows the distribution of mental test scores for 100 pupils in each of three schools, the one that stood highest, the median, and the lowest on the American Council on Education Psychological Examination. It is notable that the highest school has 85 per cent of superior pupils, while the lowest school has 99 per cent of inferior pupils, measured by the same test.

Figure 5 is a sample of the method by which we expect to report to each of the 200 coöperating schools its relative standing on a considerable number of significant features which have been measured or evaluated by one means or another. The left side of the thermometer is a percentile scale, from 0 to 100; the right side a special scale adapted to the feature under consideration, in this case the number of volumes in the library. The thermometer is filled to a point to correspond to

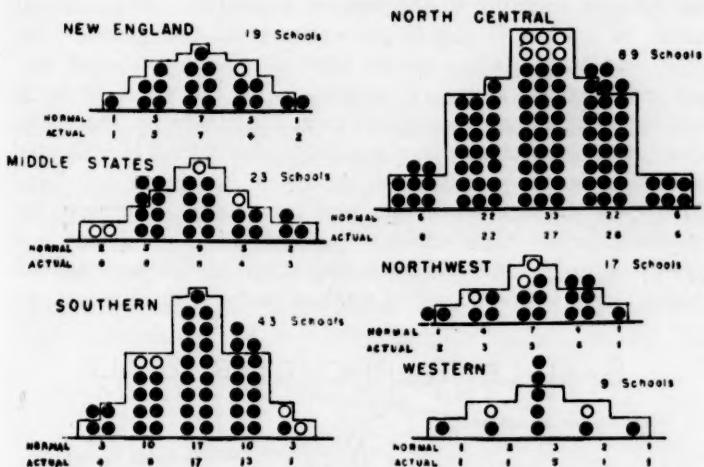


Fig. 3. Distribution of Judgments of Four Visiting Committees on General Quality of the Schools in Each of the Six Regional Associations.

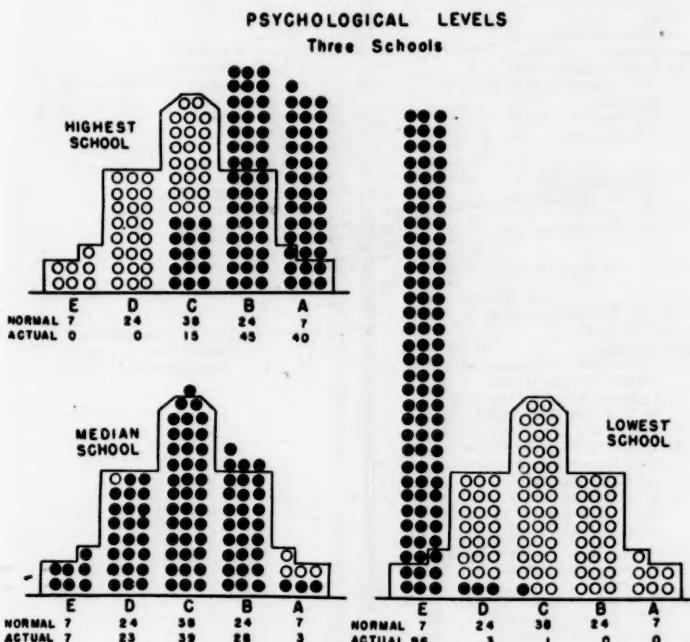


Fig. 4. Variation in Mental Ability of Pupils in Three Schools Tested by the Coöperative Study.

the school's standing in the feature measured. The national norm, of course, is the 50-percentile point. Regional, size, type, and accreditation norms have also been computed and are indicated by appropriate symbols on the scale, regional norms being placed on the left side, the others on the right. The information available for a particular school is indicated in the explanatory statements given on the lower left-hand portion of the figure—in this case for a large, Southern, accredited, public high school. We feel that this device will permit a quick and easy determination of the comparative "educational temperature" of a school in the feature measured,

SAMPLE THERMOMETER SCALE

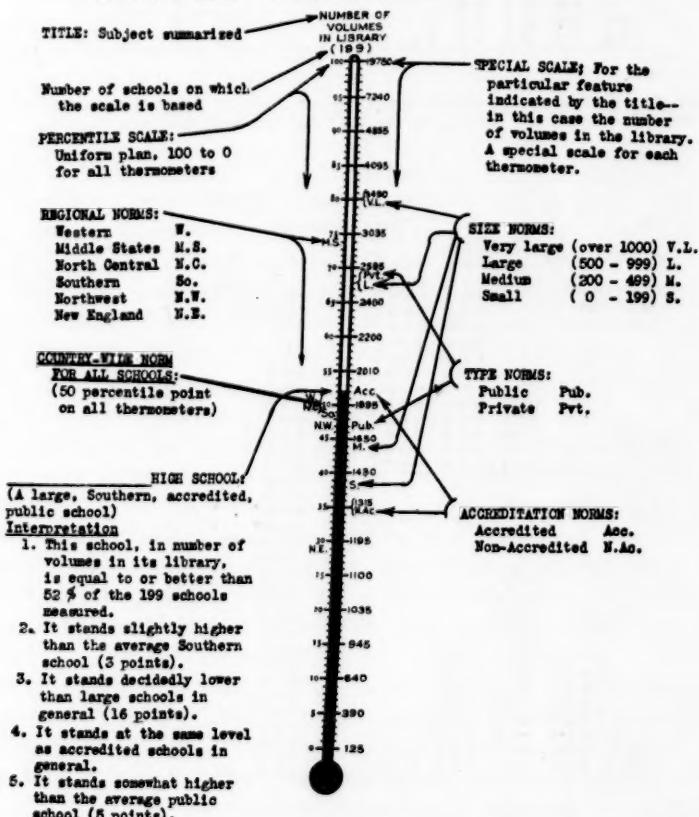


Fig. 5. Sample Thermometer Scale for Reporting Significant Phases of Measurement of Judgment of the Quality of School—Based on Objective Evidence.

and of its significance in comparison with other appropriate groups of schools.

Figure 6 shows another sample thermometer scale, the only difference being that the special scale on the right is in the form of qualitative evaluations measured from one to five, instead of an objective basis as in Figure 5, where number of volumes was under consideration. In this case the school represented was judged to be better in budget procedures than 74 per cent of the schools studied.

We believe that significant information presented in the manner indicated in Figure 5 and Figure 6 should be exceedingly interesting and decidedly stimulating to a school. It

SAMPLE THERMOMETER SCALE

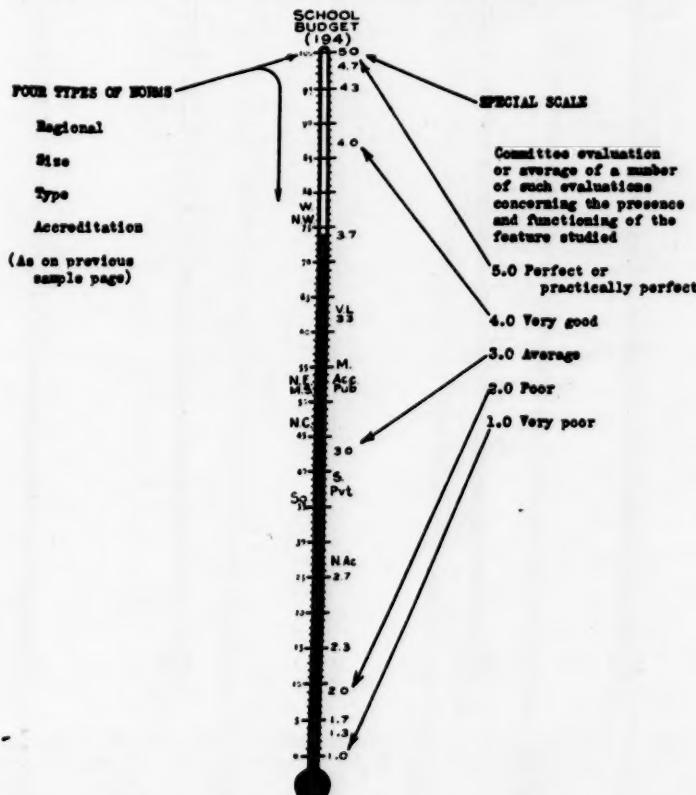


Fig. 6. Sample Thermometer Scale for Reporting Significant Phases of Measurement of Judgment of the Quality of a School—Based on Qualitative Judgments.

SCHOOL ADMINISTRATION

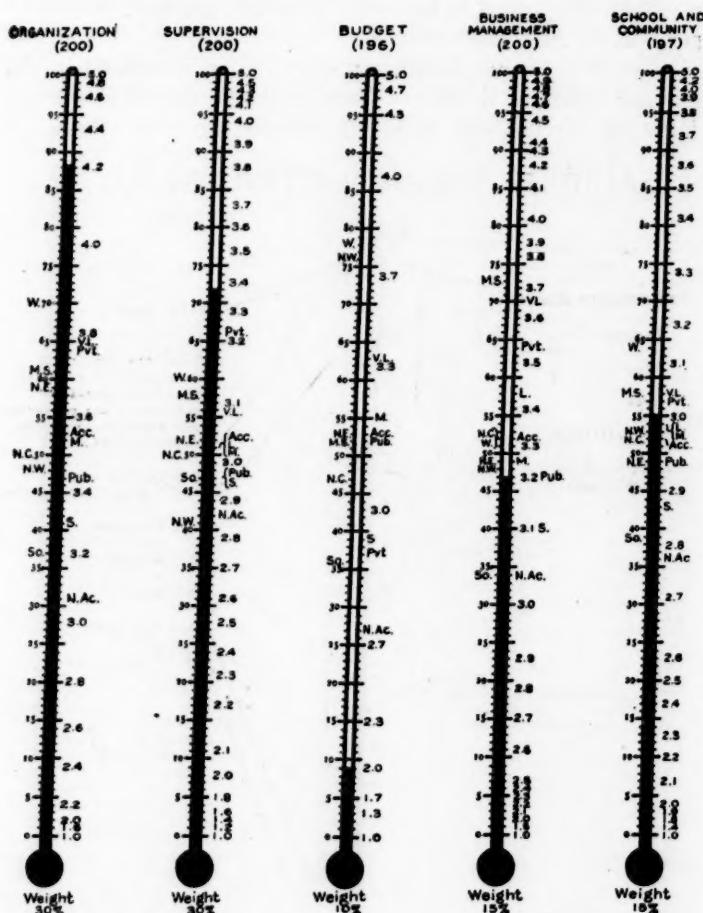


Fig. 7. Thermometer Scales for Reporting the Five Principal Phases of School Administration for a Medium-sized, Private, Accredited School.

should also be very useful to a committee passing upon the possible accreditation of a school. We expect to send each of the coöperating schools a booklet consisting of some twenty pages of the thermometer scales, one or two pages for each of the principal areas studied. A sample page of this book is shown in Figure 7. This figure shows for a certain medium-sized, accredited, private school its standing on each of the five principal phases of school administration—organization, supervision, budget, business management, and school and

LIBRARY - ADEQUACY

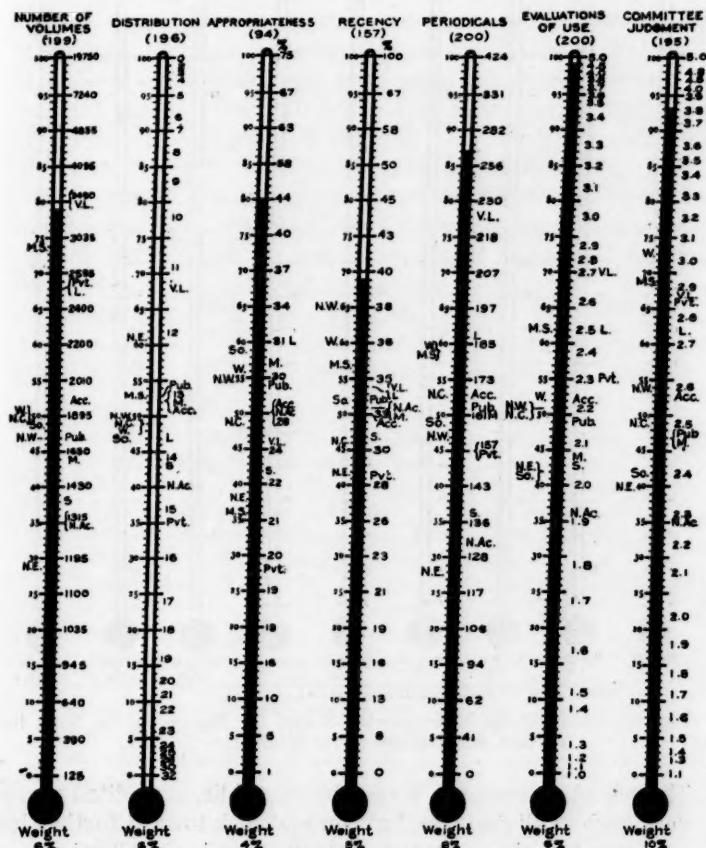


Fig. 8. Thermometer Scales for Reporting Seven Phases of the Adequacy of a Library for a Very Large, Public, Accredited School.

community relations. Marked irregularities in the educational temperatures of the different features is evident. They suggest bases for study and possible improvement.

Figure 8 shows another sample page, one for judging the adequacy of the library according to seven different features.

SUMMARY OF EVALUATIVE CRITERIA

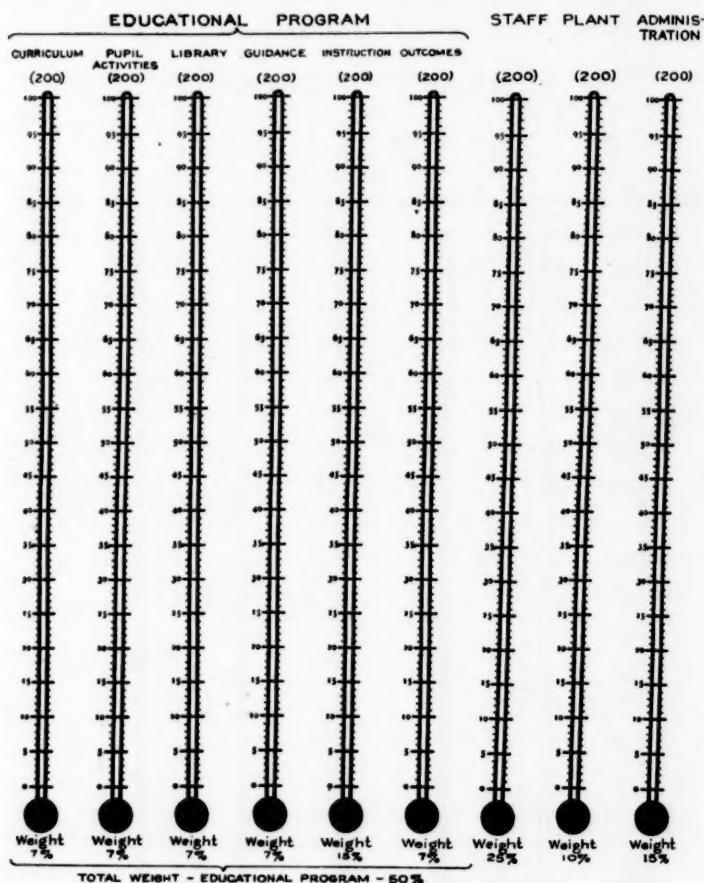


Fig. 9. Form of the Thermometer Scales for Reporting the Nine Important Subdivisions of the Evaluative Criteria.

The school represented, a very large, public, accredited one, is very high in all features, but can best look toward further improvement in the matter of recency of its book collection.

The five scales shown in Figure 7 for different phases of

school administration will be averaged to secure data for plotting a school's relative standing on administration as a whole, with four sets of similar norms for comparison. These will be shown in summary form on a single "Administration" thermometer, and similarly for the other principal areas covered by the Evaluative Criteria. The form for a single summary page of these nine summary thermometers is shown in Figure 9. This furnishes a compact general picture of the educational temperature of the school, but for most purposes of analysis and stimulation to specific improvement probably the detailed pages for the different fields will be more significant and helpful.

Finally a general summary page (Figure 10) will show each school its relative standing, with corresponding groups of norms, for the seven general measures used in evaluating the school. In this case the nine thermometers of Figure 9 have been summarized into the single thermometer which is the first one of Figure 10. The first seven thermometers in Figure 10 are summarized, using the appropriate weights as shown at the bottom of each, to make a single composite "Grand Total" which will be shown on the thermometer at the extreme right of the figure. This will summarize the final ranking of the 200 schools in order of excellence on the weighted composite of all the measures used.

For each of the 200 schools included in the past year's study it is expected that approximately 138 thermometer scales will be furnished for indicating educational temperatures, distributed as follows:

Summary of seven measures (Fig. 10)	8
Summary of evaluative criteria (Fig. 9)	9
Curriculum	15
Pupil activities	8
Library (Fig. 8, part)	15
Guidance	4
Instruction	6
Outcomes	13
Staff	22
Plant	10
Administration (Fig. 7)	5
Test results (one for each test)	9
College success	3
Non-college success	7
Pupil judgment	4
	138

It is expected that these comprehensive reports will be

ready for distribution to the 200 coöperating schools early in March. Doubtless they will be of distinct interest and value to these particular schools. But is this their only usefulness? By no means. We expect to use these summarized results as a basis for the validation of all the procedures and methods used,

GENERAL SUMMARY OF SEVEN MEASURES

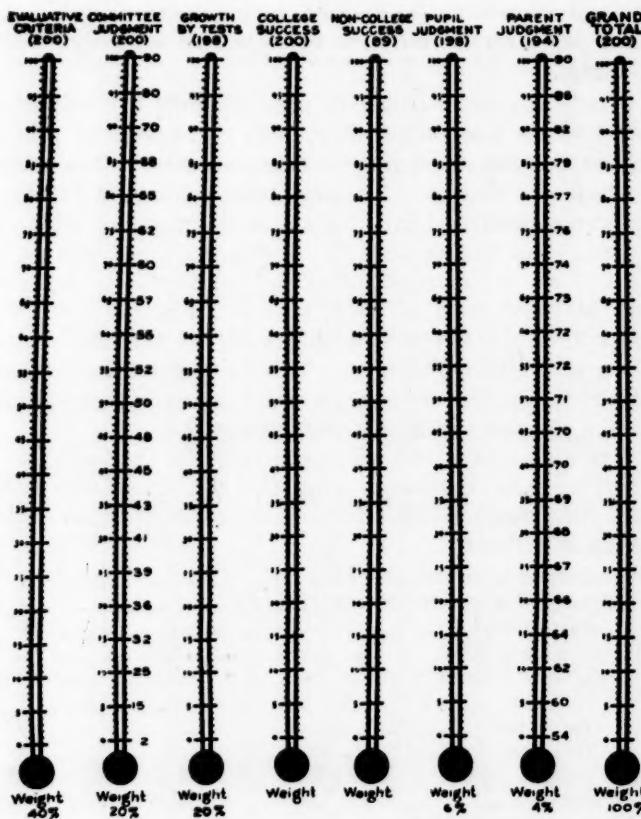


Fig. 10. Form of Thermometer Scales for Reporting the Seven Methods of Measurement of the Quality of a Secondary School.

and as the final method of measurement to be suggested for the accreditation of all secondary schools. It is not expected that all of these methods will need to be used for schools which are later evaluated by these revised methods.

It will, of course, be true that not all of the educational temperatures shown on the thermometers are equally important, and some may be of no significance whatever for purposes of accreditation. Relative weights have been assigned to them on the basis of committee judgment and experience. Ultimately, however, the significance and validity of each separate measure will be tested by statistical analysis. How will this validation process be carried out? When the schools have been arranged in order of educational excellence according to the composite of all the measures (right-hand thermometer in Figure 10) they will be divided into three groups, superior, average, and inferior schools, as shown in Figure 11. The

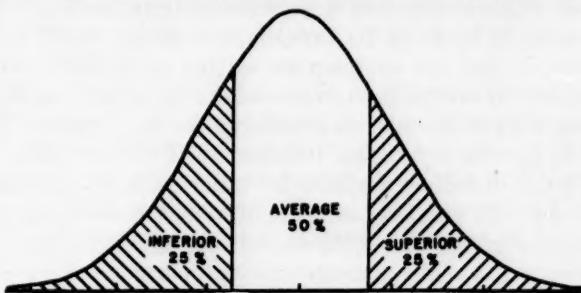


Fig. 11. Three-fold Classification of Schools to be Used as Criteria for Determination of the Validity of Particular Thermometer Scales and of Other Tentative Criteria.

division shown (25 per cent—50 per cent—25 per cent) will assure beyond all reasonable doubt that no really inferior schools have been classified as superior ones and no really superior schools have been classified as inferior ones, and at the same time will give large enough groups of criterion schools (50 in each) to be statistically significant. Each thermometer scale will be tested by finding the extent to which the feature it measures is characteristic of the superior schools and is not characteristic of the inferior schools. It is expected that some of the tentative scales thus will be proved valueless for discriminative purposes and others may have low validity. Such results will permit a selection of the most valid and significant scales for use in the measurement of a school if it is not desired to use all of those outlined above which are to be used if reporting results to the 200 coöperating schools. It will be possible to select a group, for example, of the 25 or 30 thermometers of highest proved validity, if it is desired to have a very brief scale for a rapid but incomplete evaluation of a

school; or a group of 50 or 60 thermometers for a better evaluation; or a group of 100 or more for a more nearly complete and highly reliable measurement.

How can measurements of educational temperature on these suggested thermometer scales be used as a criterion for accreditation? This is an important question, although perhaps not as important a one as how schools can be constantly stimulated toward further improvement once they are accredited. The primary objective of the Coöperative Study has been to develop a measuring instrument for secondary schools which will be more valid, more flexible, and more stimulating to further growth than any now in use. The Coöperative Study is a temporary, not a permanent organization. It is nation-wide in scope of its experimental study, but it is not national. It does not contemplate setting up a single permanent agency in Washington or elsewhere to act as a super-accrediting body with uniform *standards* for the country. It is trying to develop a uniform instrument of *measurement* and *evaluation*. The exact methods by which such an instrument may be used for purposes of accreditation, however, are to be left to the regional and state accrediting agencies. But it is suggested that a regional agency may properly adopt a general standard that a school applying for accreditation should expect to attain a general average educational temperature on the thermometers used of 20 or 30 or 40 "degrees," but that a low temperature on one scale, depending upon the nature of the feature measured and the aims and conditions in which the school is working, may be compensated by a higher temperature on some other scale. The suggested general level may be raised or lowered in the light of experience and local conditions. These scales are not designed to replace the expert educational diagnostician and practitioner, but to furnish him a more valid and reliable basis for making his diagnosis and prescription. They will not work themselves. They must be worked by sympathetic, intelligent, educational interpreters.

(JUNIOR-COLLEGE PROGRAM, MONDAY, 2:00 P. M.)

The junior-college program was held in Ocean Hall, Marlborough-Blenheim Hotel. Principal John E. Wellwood of Central High School, Flint, Michigan, and member of the Executive Committee of the Department of Secondary-School Principals, presided.

Dr. Kenneth L. Heaton, Director of the Coöperative Bureau for Educational Research of the State Department of Public Instruction of Michigan, read his paper.

INNOVATIONS IN THE SECONDARY-SCHOOL CURRICULUM

KENNETH L. HEATON

Director, Coöperative Bureau for Educational Research, Lansing, Michigan

There is much experimentation in the field of secondary education, and interest in these experiments is on the increase. Although the significance of many experiments can hardly be evaluated at this time, it is to be hoped that when so much energy is expended there will surely be some residue of significant achievement.

It is the function of this paper to present a review of some of these innovations as the basis for an informal discussion of their possible significance to the junior college. In selecting innovations for presentation we do not endorse them or prophesy as to their permanence. We can but present those which seem to be attracting most widespread attention at the present time.

1. The first type of innovation is directed toward *a readjustment of objectives to the functional needs of the present day*. Some of these revisions are fragmentary ones which result in the addition of a new course, or the revision of an old one, or other minor adjustments within the old curriculum pattern.

Other schools are not contented with fragmentary changes, but find it more satisfying to make fundamental readjustments of the total curriculum plan. Such a step requires more bravery, but the results have been more fruitful in suggesting what to eliminate, as well as what to add, to the program of instruction. A recent report by the Commission on Secondary Education of the Progressive Education Association will illustrate what is meant. This report makes an analysis of the contributions that could be made by the natural sciences to the needs of students. Instead of suggesting minor readjustments in the traditional courses of biology, physics, and chemistry, they try to set up an analysis of the important understandings of science as related to the following aspects of the student's life:

- a. Individual development
- b. Immediate personal and social life

- c. Social-civic life
- d. Economic-industrial life
- e. Relationships to the natural environment.
- f. Cultural life

Whether the changes be fragmentary or comprehensive in scope, the effort is to readjust objectives to conform with the most important needs of present-day life.

2. The second important type of innovation is expressed in *efforts to secure greater integration of the learning experience*. Several approaches are being made to this problem. Various schools are organizing a core curriculum which allows students to concentrate for a considerable period of time in a large area of experience, as a substitute for the usual sequence of unrelated courses. Some schools are trying to secure this integration, not through core courses, but through the selection of objectives and units of learning which represent functional needs and units in life experience. Still others are trying to accomplish a similar purpose by using summary courses at the end of the college period, with or without comprehensive examinations to test the degree to which integration has been achieved.

The purpose of these various schemes for integration is to make it easier for students to see relationships between the various traditional fields of learning, and relationships of the curriculum to everyday experiences.

3. The *effort is also being made to adapt instruction to individual differences of students*. There is no more commonly accepted fact than that boys and girls and young people are not alike in their abilities, achievements, and needs. To adjust the curriculum to this fact has not been found easy. Some schools use two sequences of courses—one for superior, and one for inferior students. Many have offered elective sequences of courses according to differences in interests. Some are offering remedial instruction and coaching classes to meet the peculiar needs of special groups. Others are recommending that the curriculum be built on the basis of individual elective units to permit what might be called solo learning. The need is clear, but the methods are very much in the experimental stage.

4. *Students are being involved in community planning and in other forms of social action as a part of the curriculum*. Fenn College in the city of Cleveland offers what is called the blended curriculum in which full time during a third of the

freshman year is devoted to thorough investigation of the problem: How Can I Improve Cleveland? Such experiences are important if they prepare students for effective participation in community life. Other schools are using community surveys, are involving local citizens in the planning of objectives and in the discussion of problems with students, are involving students in community activities, and using a variety of methods to remove the isolation which separates education from off-campus life.

5. Space will permit only the mention of a few of the other important experiments which are now under way:

1. Efforts to provide more intimate association of students with a small group of faculty members, over as much as two or three years.
2. An emphasis upon self-direct student activities.
3. Emphasis upon the improvement of reading and study habits, oral and written expression, and other skills which are essential to self-teaching.
4. Participation in group action with fellow students and with adult citizens.
5. Methods involving intrinsic rather than extrinsic motivation of learning.
6. Methods involving a variety of experiences and contact with a variety of books and materials rather than with a single textbook in a course.
7. The use of growth measures and objective records to replace or supplement traditional systems of marks and report cards.
8. More emphasis upon scientific methods for appraising the results of instruction.

We have tried to point out what seems to be some of the most popular of curriculum changes. It is self-evident that it is not possible at this time to evaluate any of these innovations. If scientific methods of appraisal are used wherever there is experimentation, we will be able gradually to sift that which is good from that which is mediocre.

A panel discussion based upon Dr. Heaton's address followed.

INNOVATIONS IN THE SECONDARY-SCHOOL CURRICULUM WITH IMPLICATIONS FOR THE JUNIOR COLLEGE

WILLIAM H. CONLEY

Dean, Wright Junior College, Chicago

The junior college occupies a rather peculiar place in our American educational system. By many it is regarded as a two-year unit of the senior college or university. On the other hand more and more people to-day are coming to look upon the junior college as an integral part of secondary education, as an extension upward of secondary education. Such a trend in thought is justified by the experience of the larger junior colleges in which it is found that only a very small percentage of the students who enroll as freshmen ever reach the senior college. It is further justified by the recognition of the extension of the school age made necessary by current economic and social conditions. If, then, the junior college is to be considered as more closely related to the secondary school than to the senior college it is most appropriate to consider the implications for the junior college of innovations in the secondary-school curriculum.

My remarks on the subject will be entirely from the point of view of the junior-college administrator. I shall try to group the various secondary-school innovations that have implications for the junior college into types and express our attitude toward them. Secondly, I shall attempt to present a specific case of the high-school curriculum revision in the Chicago public-school system and its implications for the junior colleges in that system.

It appears to me that there are three or four major types of innovations in secondary-school curricula which should have a definite influence on the offerings of the junior college. First, there is the effort through different organization and different emphasis to bring about integration in subject matter centering around the experiences of the high-school students. Secondly, there is the curriculum aiming at general education. Thirdly, there is the very important trend toward further vocational training within the high school. Fourthly, there is the so-called core curriculum prescribing a certain amount of work and permitting the student to choose the balance of his program in the light of his future plans and with the aid of expert counselling.

The question immediately presents itself: What are the implications for the junior college of these innovations? The first of these changes is simply a challenge to the so-called traditional type of junior college. The junior college, no less than the high school, can adopt an unrealistic approach in any curriculum whether preparatory or terminal. Advances in the direction of integration of subjects around the practical problems of the students at the high-school level require that similar advances must be made, if they have not already been made, in the junior college.

The second type of innovation—beginning a general education, by which I mean contacting the student with the totality of his environment and developing within him disciplines and attitudes that will lead to clear thinking, an appreciation of his environment, and a social consciousness—should have a very definite and far reaching effect on the curriculum of the junior college. When this type of work is offered in the eleventh and twelfth grades as, for example, at Pasadena and in certain experimental high schools, the junior college will have to revise its offerings in general education. This revision will aim at the completion of general education by the end of the fourteenth year—perhaps as suggested in a recent recommendation by a committee of the faculty of the University of Chicago.

The trend toward vocational work at the high-school level demands that the junior college serving such high schools offer a program of general education which can be adapted to those students who follow the vocational course before entering the junior college. Then, if students find that they do not wish to continue in technical work, or if employment is impossible after completing the course, they may re-adjust themselves by pursuing the course in general education.

The core curriculum is an innovation which requires further adjustments in the junior college. The great freedom such an organization permits in the secondary school, requires that if the junior college is to be more than a preparatory school it must offer a varied program which will serve any student coming up through the secondary school.

In general it seems that a justifiable conclusion is that the forces which caused the change in the traditional high-school curriculum have caused the tremendous growth of the junior college and development along lines other than those of a preparatory school for the university. The implications of the

innovations in high-school curricula are that the junior college must adapt itself to those innovations by emphasizing general education. It may also, of course, offer preparatory work and semi-professional curricula.

Let me turn now to the second point I wish to discuss, the specific example of the Chicago public-school system where there has recently been a sweeping reform in secondary education. The junior colleges in that system (Wright, Wilson, Herzl) have been able to adapt themselves to the changes with little difficulty. A realization that the old curriculum was not serving the needs of the students in a great metropolitan area where only about ten per cent of the high-school freshmen went on to college led to the inauguration by the superintendent of schools of a new plan involving a core curriculum and permitting choice, with counsel, from an array of vocational and preparatory sequences. This meant that many high-school graduates would seek admission to the junior colleges who did not possess the usual units required by universities for admission. It meant that other students would come to the junior colleges who had taken a preparatory course and who wished to continue their preparation for the professional school or the university, or wished to change to a semi-professional or terminal curriculum. The junior colleges, which had been set up only two years before this innovation, had organized a curriculum which could be easily adapted to any type of secondary-school change. This curriculum has as its primary objective general education. Over one-half of the work of the junior-college student was prescribed in those fields of knowledge with which everyone should have at least a speaking acquaintance: English, social science, physical science, biological science, and humanities. The balance of the student's work might be elected in university of professional school preparation, in semi-professional training, or in further general education. It was quite simple to adapt this to the high-school change. First, the amount of time required in social science, which had been greater than in any of the other required courses, was cut down to permit students preparing for the professions to take additional specialized work. Then a series of exemption tests was arranged by the department of examinations so that students might be accelerated in the required courses if they had unusual preparation or particular aptitude in those fields.

The Chicago experience seems to justify the contention

that if the junior college is primarily interested in giving general education and provides opportunities for those who wish to elect either terminal or preparatory sequences it can easily adapt itself to any secondary-school curriculum innovation.

In conclusion, then, it appears that the implications for the junior-college secondary curriculum changes are the following:

1. The junior college must be more concerned with adapting itself to high-school curriculum changes than to university requirements because the forces causing the high-school changes are the same forces that have caused the growth of the junior college.

2. A junior-college curriculum emphasizing general education offers the greatest opportunity of adaptation to the balance of the secondary-school program and at the same time seems to be the most desirable program for this unit of education.

As more and more junior colleges take steps in this direction it is my opinion that they will do much in justifying our position in the American school system.

INNOVATIONS IN SECONDARY CURRICULUM, WITH IMPLICATIONS TO THE JUNIOR COLLEGE

GEORGE H. MERIDETH

Deputy Superintendent, City Schools, Pasadena, California

For purposes of concreteness, any considerations herein are actual or projected practices in the curriculum of the Pasadena secondary schools. While the major considerations will be on the high school and junior college, the junior high school must be included. Any thorough-going analysis of curriculum practices must include all years of the secondary program.

1. The Pasadena secondary curriculum is organized, from seventh through the fourteenth grades, for maximum development of the individual by carefully planned programs wherein individual maturity, interests, and needs are recognized as of major importance.

2. Organizing of the curriculum is based upon democratic procedures, with teacher groups working closely with consultants. To insure a continuously live program, these faculty curriculum groups are constantly at work.

3. A major innovation has been the survey courses. They cover the broad areas of life science, physical science, humanities, social science, business and commerce, and family relations.

4. They are organized upon the assumption that the primary function of the secondary school is to provide exploratory experiences for each student.

5. The major purpose of each survey course is to develop understandings and appreciation of the area covered. Skill training or accumulation of facts, *per se*, are minimized here.

6. Advisors are working closely with the instructional staff to insure teacher growth and security in handling the new materials and new methods. Pupil insight into relationships between the areas cannot be expected if teacher insight to direct the learning situation is lacking. Thus, a program of in-service training of teachers and use of curriculum committees provides guarantees of teacher growth for the new program.

7. A second innovation is a growing program of pupil experiences which will emerge from interests and needs awakened in the survey courses. These sequential experiences are in two major groups; for the student concluding his formal education in the junior college, and for the student going to the university after graduation from the junior college.

8. The high-school and junior-college programs are somewhat traditional for the college preparatory student. Innovations like survey courses in high school bring implications to the junior-college program to conform to standard collegiate practices and yet build upon the survey for contiguity in pupil experiences. As the high school uses newer aids, such as visual and auditory, and places more emphasis upon understandings and appreciations, methods in the junior college must be changed.

9. The greatest service the junior college can render is in the area of terminal training. Present economic conditions make employment for the high-school graduate extremely elusive. Pasadena has thus shifted skill training from the high school and placed it in the junior college. Skill training thus emerges from pupil interest aroused in the survey course (but the sole value of the survey is not in giving direction for subsequent skill training; it also means that more pupil insights into relationships and appreciations of other fields may be present).

10. To cite a few examples, ten years ago 98% of Pasadena's junior college graduates took college preparatory work; last fall 39% of the graduates had certificates for college. The reason is a growing pupil awareness of the worth-while character of the skill, terminal courses. We cannot provide facilities to meet pupil demand in our technology department, nor can we fill the demands of employers—every graduate of the aviation design and construction course placed, as have been the graduates in residence design, in electrical technology, and in civil technology.

11. Careful planning of the curriculum means providing terminal courses following the surveys: (1) Humanities, with journalism, printing, commercial art, illustration, design, vocal and instrumental music, music composition; (2) Physical science, with technology, air conditioning, illumination consultant; (3) Life science, with doctor and dentist's assistant, forester, laboratory technician, recreational leader; (4) Social science, with social worker; (5) Business and commerce, with stenographer, salesperson, buyer, accountant, ad writer; (6) Family relations, with nursery governess, hostess, caterer, vocational clothier. Other terminal courses must be provided as new needs become apparent.

12. A third innovation is a gradual amalgamation of curriculum and so-called extra-curriculum experiences. This includes everything from student government to athletics, forensics, publications, etc. It is recognizing that the extra-curriculum is the real functionalization of the curriculum. It is an attempt to bring theory and practice into a close working relationship.

13. Innovations in the secondary school implies to the junior college: (a) Closer unity of the curriculum so education may be a constantly on-going process; (b) Utilization of new materials and techniques to vitalize all activities; (c) Providing educational opportunities to develop interests and needs awakened in the exploratory or survey courses; (d) Recognizing that all activity is learning and all learning is activity—all under the heading, curriculum.

The meeting closed after a long and interesting discussion.

THIRD GENERAL SESSION

Tuesday, March 1, 2:00 P. M.

The third session was split into two groups: a senior high-school group and junior high-school session.

The senior group met in the Submarine Grill of Hotel Traymore and was opened by President Jones, who, after a short introduction, presented Mr. Walter E. Myer, Director of the Discussion-Group Project.

INTRODUCTORY STATEMENT

WALTER E. MYER

Director, Discussion Group Project

For a number of years there has been a growing disposition among educators to get together for the purpose of talking about their common problems. In many places administrators and teachers in the field of secondary education have adopted the practice of meeting regularly in small groups that they may engage in systematic and sustained discussion of vital issues. In Pennsylvania the network of discussion groups, with all members actual participants, has spread over the entire state. Elsewhere the groups were until recently scattered and sporadic. In many states they were practically unknown.

Such was the situation a year ago, when the Department of Secondary-School Principals stepped into the picture. The Planning Committee of this organization decided upon a campaign, national in scope, to encourage the movement which was already under way. Educational planning through organized discussion was accepted as a statement of policy and is the goal to be reached. By virtue of a grant from the General Education Board, the Committee was able to adopt a comprehensive program. A national office was established in Washington. An organization extending to all the states was undertaken and the effort to foster small discussion groups of educators throughout the land was inaugurated on the first of last July. Now, after eight months' experience with the project, we are here to-day to clarify objectives, to take stock of achievements, to study difficulties which are in the way, and to plan for the future.

The goal of the Planning Committee is the organization of secondary-school administrators into local discussion groups in

every state of the Union, or the perfection of organization where it is already under way. The idea is that each state shall be divided into areas of suitable size so that the administrators within each area may meet periodically to discuss their common problems. In a state ideally organized there will be a sufficient number of these groups so that every principal may attend the meetings and participate in the discussions. The groups will be large enough so that there may be a variety of ideas and points of view and small enough so that there may be actual participation by every member. The principals then throughout the state will be meeting in their local areas at definite intervals—in most cases monthly. When a state is covered by this network of local discussion groups, all the administrators responsible for the formulation of educational policy will be engaged in a work of coöperative thinking and planning. Each will have the benefit of the information and the ideas of all. Each individual's thinking will be sharpened through a contact of minds. Leadership will have a chance to assert itself, and the power of leadership will be tremendously enhanced. At the same time, the general level of thinking and of practice will be lifted, for there will be a tendency for the common level to approach the highest achievements.

The program of the Discussion Group Project includes the coöperation of all the local units within a state. Above them is to be a central organization. The state will provide a coördinator, who will be charged with the supervision of the discussion-group activities within his jurisdiction. He will be in communication with all the discussion groups, whether administrators, teachers, or laymen, within the state. In many cases, he will be able to supply them with material. He will give suggestions and advice. His office will serve as a clearing house for all local groups, and will work to the end that all may have the benefit of large-scale coöperation. In many cases, the state coördinator will work with the executive committee of the state-principals association. As we shall see later this afternoon, such a plan is already in operation in the state of Pennsylvania. Under a plan of that kind, the coördinator and the state executive committee prepare materials for discussion in the local groups. They provide for coöperative effort on the part of local bodies. In certain cases, a group will be working on some phase of an educational problem and a neighboring group will be working on another phase

of it. The studies of these local bodies will be sent to the state coördinator and a coöperative report will be prepared. Publicity will then be given to it. All the groups in the state will be made acquainted with the findings and recommendations of those who have carried on the study. There will be active consideration and debate on the report throughout the state. Under such circumstances it is highly probable that the thinking, the research, and the discussions will result in modifications of practice. This plan facilitates progress in education through rational processes of study, planned publicity, and general discussion.

Let us assume that a state is organized in the manner which has been described. There is a central planning or directing organization, and there are regional groups meeting regularly for systematic and sustained discussion of the problems which come before the local groups and of the problems presented for local consideration by the central agency. Then let us assume that, such an organization of a state having been effected, some important state-wide problem arises for consideration. Let us assume, for example, that a state curriculum revision program is under way. The machinery is then available for the bringing of this program to all of the administrative educational leaders of the state. The program is not sent merely to each individual administrator's desk, but it goes to educators who are organized for the very purpose of giving immediate and effective attention and consideration to it. Such circumstances are highly favorable to intensive attention, followed by definite action. A plan of this kind makes possible a workable organization of educational thinking.

To what extent has the program of the Planning Committee been realized? I cannot tell you, of course, that all the states have been organized in the manner suggested. The work is just now getting under way. It is possible, however, to report considerable progress during the eight months that the goal has been pursued.

The first job was to set up a skeleton organization. It was necessary that someone be found in each state who was willing to undertake to guide the discussion-group activities. In other words, the first task was to select coöordinators for all the states, to acquaint them with the general purposes, and to get a start everywhere at the work of forming the local unit.

That part of the work has now been done. There is a coöordinator in each state. A list of all these state officers has

been distributed here this afternoon. Most of the state coördinators have appointed regional directors, who are responsible for the organization of the local discussion groups in their districts. In a number of states local groups have been organized and are already holding their monthly meetings. In other words, quite a number of the states are now approaching the sort of organization I described a while ago. Several of the state coördinators will appear on the program this afternoon and will explain to you in some detail the way the work is proceeding in their states. This will give you a definite picture of the Discussion Group Project as its work is developing out in the field.

I have said that the plan which we are following anticipates the development of problems and materials for discussion by the coördinators of the various states, assisted by the executive committees or by research committees of the state principals associations. During the period, however, when organization is being perfected throughout the country, it seems essential that suggestive problems and materials be provided by the national office of the Discussion Group Project. It is not intended that these materials shall displace those which any state organization or any local group may have developed for itself. They are submitted by the national office merely for such use as the state and local organizations may care to make of them.

For the purpose of giving the newly-formed discussion groups something definite to work on, the national office is suggesting that during the first year active consideration be given to the reports of the Committee on Orientation of the Department of Secondary-School Principals. This Committee, after several years of study, prepared, as you know, a report on the *Issues of Secondary Education* which was published in January 1936, and another report on the *Functions of Secondary Education* which was published in January 1937. No one intends that the conclusions of this Committee, eminent though its members are, should be imposed upon any educator or any group. It does seem appropriate, however, that the work which was done by the Committee should at least have the active attention of all those who have places of responsibility in the field of secondary education. This seems all the more appropriate, inasmuch as the Committee was commissioned to make its studies and to offer its recommendations by the Department of Secondary-School Principals.

Accordingly, the *Issues of Secondary Education* and the *Functions of Secondary Education* are recommended by the national office of the Discussion Group Project as suitable texts for study and debate by local discussion groups throughout the nation. In order to facilitate the consideration of these reports, a discussion guide based upon them has been prepared. It is called *Problems of Secondary Education*. It contains a brief summary of each Issue and each Function. Following each summary, there is a list of topics or questions particularly suited to the purposes of a discussion group. A group using this guide as a text will find definite topics for discussion, and the material is so arranged as to call attention to local educational practices and to raise a question concerning the extent to which these local practices are in harmony with the philosophy enunciated in the Orientation Committee's reports.

In a number of the states, the *Issues* and *Functions* are being discussed in periodical meetings by practically all the principals. In nearly all the states these reports, together with the discussion guide *Problems of Secondary Education*, are having the attention of at least a few groups. The extent to which the nation is being covered in the consideration of this material will be more apparent after the state coördinators who are to appear on this program have given their reports.

It is not the purpose of the Planning Committee, however, to stop with the organization of principals into discussion groups. If the progressive plans evolved by administrators in the field of secondary education are ever to be carried out effectively, the classroom teachers must have the benefit of the training which comes from professional discussion; hence high-school faculties are being formed into discussion groups with the idea that certain of their meetings shall be given over to the consideration of professional problems. These faculty sessions devoted to professional discussion constitute a form of in-service training of teachers. The Discussion Group Project is offering the discussion guide, *Problems of Secondary Education*, without charge to all high-school teachers who wish to form themselves into discussion groups for the study of the *Issues* and *Functions of Secondary Education*. Encouraging progress has been made in the promotion of such discussion. Two months after the effort to develop this form of discussion in high-school faculties was inaugurated, more than a thousand high-school faculties had adopted such a plan of

study. The *Problems of Secondary Education* supplied by the national office of the Discussion Group Project was being used as a text in these faculties and at least fifty thousand high-school teachers in the more than a thousand schools were participating in the program of professional discussion.

Discussion of the *Issues and Functions of Secondary Education*, together with the *Problems of Secondary Education*, has also been carried to the universities. The materials presented by the Discussion Group Project are now being used in about seventy-five universities, and more than six thousand students in the secondary education classes of these institutions are engaging in the discussions. Representatives qualified to speak of the discussion activities in high-school faculties and in universities will appear on the program this afternoon to explain what the work means when carried on in these fields.

I have undertaken to give a general picture of the program which is being developed by the Planning Committee of your Association. The details of the picture will be filled in later in the program by representatives of states and of local groups. Before we turn, however, from a consideration of the program as a whole, I should like to emphasize the fact that this movement has developed in response to a compelling social need. This is a complex world in which we live. With all its complexity and all the attendant confusion, it bears down almost smotheringly upon the individual. A man cannot perform the routine duties of the day, cannot meet his obligations to his family, to say nothing of his country, without coming face to face with problems whose ramifications are positively baffling.

Educators have not escaped the universal perplexity. These are days of peculiar difficulties for the secondary schools, as well as days of unexampled opportunity. We all know that things are happening in this field. There are few who doubt that the secondary school is passing through a transition stage, with the future undetermined. We all know of the thousands of boys and girls who are putting in their appearance in the high schools because they cannot find employment elsewhere. We know that the high-school enrollment is increasing, that many of the newcomers are nonacademic. We know that increasingly the secondary schools are coming to be regarded, not as feeders for institutions of higher learning but as being themselves institutions to which the children of all

the people are turning in the hope that somehow they will be helped in their quest for security, comfort, and happiness.

What can the schools do for all these young people of such diverse tastes, capacities, and needs during the years of adolescence? What are the functions of the secondary school? This would be a question difficult enough if the young people were to be prepared for life in a stable society, but society today is not stable. As we look out upon the national and international scene, we can be certain of nothing except the fact that change is in the air, and that the old sense of security is gone. We must send the young people out into a world with which we are not ourselves familiar.

If, taking account of the size of their tasks, those responsible for the development of educational policies can devise means whereby they may work together at the job, so that each may benefit by the thinking of all, they are more likely to proceed in the direction of wisdom. Such is the reasoning behind the discussion group movement.

Too much must not, of course, be claimed for discussion or dialectic as the device by which we may arrive at truth or wisdom. Conversation and debate are not substitutes for reading and individual thought. If one does not read and think in privacy, he cannot talk effectively in public. As Graham Wallas says, "Reading is quicker than listening, and concentrated individual thought than the verbal exposition and counter-exposition of arguments, while the printing-press enables a man who has anything important to say to address the eyes of those interested in his subject in a whole nation or the whole civilized world rather than the ears of a few friends. * * * No one desires to return to the old belief that oral dialectic is a sufficient guide to truth without direct observation and solitary thought." "But I myself," he continues, "believe that the degree to which we have abandoned it is unfortunate. Dialectic is slow and inexact, but in many sciences, and particularly in those whose subject-matter is human action and feeling, it has magnificent possibilities of fertility." It is these magnificent but long-neglected possibilities which may be realized through the formation of discussion groups. If we can revive the ancient art of oral dialectic and use it as a supplement to the many devices for the transmission of fact and opinion with which we are familiar in this modern world, we may contribute mightily to the effectiveness of democracy and to the solution of our common problems.

PENNSYLVANIA DISCUSSION-GROUP PROJECT

OSCAR GRANGER

Principal, Haverford Township High School, Upper Darby, Pennsylvania; State Coordinator for Pennsylvania

The Pennsylvania Branch of the Department of Secondary-School Principals which was organized in 1933 has over five hundred members.

The local study group movement was inaugurated by the branch during the fall of 1935. Early in 1936 fifteen committees were appointed to work on various problems in the field of secondary education. Several of these committees are still active while others have completed their work. The reports of these committees have been a major item at all state branch meetings since 1935. At present, practically all of the sixty local associations are participating in a study of the curriculum problems arising from the new compulsory attendance law of Pennsylvania. They are also, in most cases, reporting on their own local projects. A chronology of the highlights of our three years' experience in Pennsylvania may be helpful to other state groups.

The *News Letter* of the Pennsylvania Branch on February 23, 1935 contained a list of forty-four associations of which thirty-five were active principals' groups. This issue also outlined a report of a special committee appointed to select a number of significant studies for special consideration by all of the principals' groups. This report included a list of eight studies for special emphasis and further reported that a total of twenty-one different studies were being made by one or more of the local groups.

The Pennsylvania Branch held a state conference independent of all other state educational groups on November 1, 1935. This was the first meeting of its kind and because it proved so successful it has been continued as an essential part of the state program. At this meeting, a series of round tables was conducted on several state studies. A resolution also was adopted which suggested that a state planning committee, with members holding office several years, be appointed to insure continuity in the state program, and promote the whole local study group movement.

This Planning Committee has studied the activities of local associations, encouraged local associations to adopt certain problems for study and research, coöordinated the efforts of local groups in the development of a continuing state pro-

gram of research, and given publicity to the reports. This committee has been accomplishing these things through agencies set in operation by its planning and the functioning of the president, other officers and committees.

In the winter of 1936 a questionnaire was circulated among the principals of the state to determine what studies were considered to be of greatest significance. Fifteen important studies were selected whereupon fifteen standing committees were appointed to promote them. In some instances the committee was appointed wholly from one section of the state; however, in most cases the committee was composed of men from different parts of the state since it was thought that a broader representation geographically would give greater emphasis to the study. Committees composed of men living near each other have proved to be the better type as the members must have frequent meetings to promote their project.

Our program in 1936 and 1937 gave sufficient time for several reports by these committees. In fact, the state meetings were built around certain of the more significant of these studies. A luncheon meeting was also held where every local group had an opportunity to make a brief statement about some phase of their work. Often these reports were mimeographed.

Present legislation in Pennsylvania has made attendance compulsory up to seventeen years of age in 1938; and eighteen years, in 1939. This legislation will retain ninety thousand additional youth in our secondary schools. What kind of classroom activity to offer these pupils is a problem confronting all high-school principals of the state.

On February 4th of this year the State Association met in coöperation with the State Department of Education to demonstrate a technique for the study of the adequacy of the high schools of Pennsylvania to meet the needs of youth who will be forced to remain in school until eighteen years of age under the new attendance law. Sixty boys and girls including about twenty who had left school formed a panel and discussed the high-school program, making many valuable comments. That afternoon a panel of laymen composed of fifteen representatives of various citizen groups discussed the same questions. They too, made many valuable suggestions.

An evening meeting took up the problem of encouraging all local associations in the state to promote similar programs in order to influence local high schools to study this problem by

a program that included teachers, pupils, and laymen as participants. The special committee to study this problem expects to gather suggestions for new subject-matter areas from the local studies. Each school has been invited to send suggested courses of study to a central office where they will be classified, evaluated and made available to all schools of the state.

The present set-up in Pennsylvania includes in addition to the usual officers: (1) A planning committee, whose membership changes very slowly, to do long range planning for the association; (2) A coördinating committee of eight men, representing eight different areas of the state, to coöperate with the Discussion-Group Project of the Department of Secondary-School Principals; and (3) A research committee of five to guide and help the local study groups in their study of significant problems.

DISCUSSION GROUP PROJECT IN INDIANA

M. L. KNAPP

Principal of Elston Senior High School, Michigan City, Indiana; and Coöordinator for Indiana

The Discussion Group Project initiated under the direction of the Department of Secondary-School Principals has progressed very satisfactorily in Indiana largely for two reasons: the quality and challenge of the material in the Orientation Committee's reports, and a desire on the part of the high-school principals of Indiana to improve and make their work more fruitful.

This attitude on the part of the principals was revealed by the promptness and willingness with which most of them responded when asked to act as group or district organizers in beginning the work.

Last August the ninety-two counties of the state were blocked off into thirty districts in such a manner that no one in a given district would have to drive over forty or possibly fifty miles to attend a meeting. The number of counties in a given district varied from one to six, depending on density of population and natural group centers. An effort was made not to have a district which contained fewer than ten high-school principals.

On August 31, letters were sent to twenty-five able and active high-school principals in that many districts explaining

the nature of the project and asking them to act as group organizers in their districts. Four of these were unable to undertake the work for very legitimate reasons, but within a short time twenty-one favorable acceptances had been received. Of this number twenty are still active organizers. In October, during the meeting of the Indiana State Teachers' Association at Indianapolis a luncheon meeting was held, which was attended by eighteen organizers and Mr. Walter E. Myer, Director of Discussion Groups. The meeting served to get the organizers acquainted, clarify plans, and quicken action.

Since that time other organizers have been appointed until now eighty-eight of the ninety-two counties are under the direction of an organizer, and all but six of these counties are actively participating.

January reports from the organizers showed that 401 principals and thirty-six county and city superintendents were taking part in the discussions. Representatives from five of the universities and colleges in the state are also taking an active part.

Most of the group meetings are held in the evening as dinner meetings with definitely organized discussion following the dinner. This has served to unify the principals of a district into a more closely knit unit. All organizers indicate an enthusiastic interest on the part of those participating.

The January reports also showed that approximately 155 high schools are using *Problems of Secondary Education* as a basis for faculty discussions. This is somewhat significant because the reports indicate further that faculty members not only discuss the *Issues* with a great deal of interest but in some cases wish to do something about them. Local situations are receiving some critical study in terms of the questions raised by the *Issues*, and some changes seem likely to be made which will offer an opportunity for more effective work.

It is the hope of the Coördinator that by the close of this school year five hundred principals and superintendents and five thousand secondary-school teachers in Indiana will be giving close consideration to the *Issues and Functions* as presented in the reports of the Orientation Committee.

THE DISCUSSION GROUP PROJECT IN VERMONT

JOHN C. HUDEN

Cradford, Vermont; Coördinator for Vermont

Mr. Chairman, and members of this conference:

Lack of time prevents my giving an adequate description of Vermont's educational problems, so I will limit my introductory to four postulates.

1. Vermont is a small rural state.
2. Our high-school principals know each other rather well.
3. Vermont's educational tradition favors such projects as the *Discussion Groups*.
4. These conditions are conducive to the success of this *Project*.

Vermont's plan for introducing the *Project* was simple, direct, and forceful. Three distinct phases deserve special mention.

1. Late in August 1937 our State Coördinator sent a copy of the *Problems* booklet to every principal. This was followed by an endorsement from the State Director of Secondary Education.
2. Dr. Briggs described the *Project* at the annual convocation of the principals on October 8, 1937. Almost 100% attendance was secured. (Among those absent was the State Coördinator, James Francis Smith, who had been stricken with paralysis early in October, 1937. His work is being carried on by the State Director of Secondary Education and an Acting Coördinator.)
3. Between October 18-27, 1937, State Director Ralph E. Noble conducted principals' meetings at centers convenient to the high schools in eight sections of Vermont. The Acting Coördinator was allowed two hours at each meeting, so that eight regional groups were formed. At least one hour of each meeting was devoted to a sample discussion session conducted by the Acting Coördinator. (Copies of the programs and materials used are available.)

To date each of the eight regional groups has held from one to three meetings. More have been scheduled for the spring term when traveling conditions will be better.

The *Problems* pamphlet has been the basic material for these meetings, but magazine articles, professional texts, etc., have also been used profitably. Some of the bulletins issued by the Coöperative Study of Secondary-School Standards have been of much value, and have furnished much valuable information.

Regional Coördinators have been urged to control the discussions so that all materials shall be oriented to the *Issues* and *Functions*, as recommended by Dr. Briggs.

The major aim this winter has been to get the *high-school people* talking about their daily tasks in terms of the *Issues* and *Functions*. To this end, the principals are giving increasing attention to the use of the *Problems* booklet at their faculty meetings.

Our primary aim has been continued for the second semester. Our next move, however, will be to offer the *Discussion Group* materials and services to the professors of secondary education in Vermont Colleges.

While it is too early to make any accurate evaluation of our progress, we can claim that five distinct advantages have arisen from the *Project*:

1. The principals have obtained a broader outlook on their everyday problems. Immediate difficulties do not seem as huge and forbidding as formerly.
2. The principals are more eager to search out magazine articles and text references bearing on their work, particularly where the *Issues* and *Functions* are involved.
3. The principals have found new courage in the unity of purpose engendered by their frequent meetings.
4. The principals have found new possibilities for coöperation with other schools.
5. The principals have found opportunities to revise their educational philosophies, some of which have remained undisturbed (or even unformulated) until now.

The disadvantages seem to center around lack of time, lack of materials, lack of ability to concentrate on major problems, and lack of trained discussion leaders. So many small problems arise in connection with the discussions that much time is wasted. Some meetings have resolved themselves into discussions of implementation, rather than the intended *Problems*. On the whole, however, Vermont's *Project* is meeting with a hearty response, and we hope to report still

further enthusiasm and progress at the meeting in New York next June.

THE DISCUSSION-GROUP PROJECT IN TEXAS

E. B. COMSTOCK

Principal North Dallas High School, Dallas, Texas; and Coordinator for Texas

It was on November 17, last, that Mr. Walter E. Myer, National Director of the Discussion Group Project, came to Shreveport, Louisiana, to address the State Teachers' Association. At that time he called a meeting of Coördinators from Arkansas, Louisiana, and Texas, and gave them instructions in regard to their work. He started a project at that time that has met with success in the Southwest.

One week after the meeting at Shreveport, the High-School Principals' Association of the State of Texas, at its annual meeting held at Houston, was told of the plans for discussion groups. The principals of the state apparently were waiting for something like this to happen. Although that organization had been running for thirteen years, and the matter of joining the Department of Secondary-School Principals had been proposed several times, it never felt inclined to accept the proposal. This year the desire to receive such bulletins as No. 59 on the *Issues* and No. 64 on the *Functions of Secondary Education*, and their interest in this project when presented caused the principals and supervisors to vote unanimously to join in a body the Department of Secondary-School Principals. This action was a direct result of the discussion group movement and an important one for the schools of Texas.

Mr. Myer wrote me a few weeks ago that he was asking the coördinators from Vermont, Pennsylvania, North Carolina, Michigan, Indiana, and Texas to report at this meeting. If we add the areas of the states here named, except Texas, and to the total add the areas of the states of Maine, New Hampshire, Massachusetts, Connecticut, and Rhode Island, that sum will be 10,000 square miles less than that of Texas. The great distances that schoolmen in Texas have to travel to attend state or district meetings or conventions of any sort make the organization of discussion groups somewhat different from that within densely populated areas.

The state of Texas has for a number of years been divided for Interscholastic League purposes into eight regions. There are four regions on the North, with centers at Canyon, Abilene,

Denton, and Texarkana. There are four regions in South Texas, with centers at Huntsville, San Marcos, Kingsville, and Alpine.

It was easy for us to adopt for the purpose of discussion groups these geographical divisions. In each one of these eight regions,—each about the size of Indiana,—there has been appointed a regional director. Each region is composed of four districts, making thirty-two districts in the state. Each one of these thirty-two districts is larger in size than the state of Connecticut. Each district director has charge of approximately eight counties. The district director is not only calling together representative schoolmen from his counties for discussion-group purposes, but is influencing the principals of high schools to study with their teachers the *Issues and Functions of Secondary Education*. The constant flow of these pamphlets and bulletins from Washington to Texas indicates somewhat the effect of this movement.

In the four regions in the North from New Mexico on the West to Arkansas on the East, the work is quite completely organized, and the rapidity with which the work is advancing depends upon the ability and initiative of the regional and district leaders.

In the southern part of the state, the work is being satisfactorily conducted in two of the four regions. Region V, with Houston as the center, is being well organized by Principals W. S. Brandenberger and E. D. Martin. Last month E. D. Martin led one discussion group with Issue No. 1 as the subject.

Region VII is being organized by Superintendent Floyd G. Betts of the Wharton Schools. He has selected district leaders from Wharton, Beeville, Laredo, and McAllen.

There seems to be a little lethargy in the San Antonio and El Paso regions, but it is probably due to the fact that the right men were not contacted at the start and changes have been necessary.

The studious, painstaking, and scholarly reports of the Committee on Orientation are being read and studied throughout the state. Professors of secondary education in our state teachers' colleges and even in denominational schools are using the Bulletins No. 59 and No. 64 in their classes. Last summer Dr. C. A. Wisseman, Professor of Education in Southern Methodist University, used them as the main texts in a graduate course. Many school executives were in his classes. This has

made our work much easier. The well worked-out summary of *Issues and Functions* printed in eight pages, known as *Problems of Secondary Education*, is receiving much praise throughout the state. Judging from the enthusiasm the principals are showing who desire to do some professional work with their teachers, a car load of these bulletins will soon be necessary for the state of Texas.

NORTH CAROLINA DISCUSSION-GROUP PROJECT

ELMER H. GARINGER

Principal, Central High School, Charlotte, North Carolina; State Coöordinator for North Carolina

The principals of the large high schools in North Carolina have had an organization for the discussion of their problems for the last fifteen years. This group has met one or more times each year and has done some rather significant work at one time or another. During the depression, however, there was almost a complete turnover of personnel in the position of high-school principal. The task for the last two years has been to revive this organization and to give it direction. The project of the Planning Committee of the Department of Secondary-School Principals has come at an opportune time. At the first meeting of this group in Winston-Salem on October 15th, 1937, the study guide sheets for the *Issues* and the *Functions* were distributed and an explanation was made of the project which was being launched by the Department. The principals appointed a committee to arrange for a meeting in December at which time a discussion might be held. Individual members expressed the desire to have this first discussion projected on a high level so that it might serve as a model for other meetings throughout the year. The committee urged Dr. Myer, the National Director, to appear at this meeting to conduct the discussion and he very kindly accepted the invitation. The meeting was held at Duke University on December 3rd and 4th. The Departments of Education both at Duke University and at the University of North Carolina coöperated to make this a most outstanding program. Function One was used as a basis for the afternoon program. The number present was about forty-five and represented schools from the most distant points of the state. After a preliminary explanation by the director, a most vigorous discussion was held in which practically the entire audience participated. The meeting had been called at 2:30 and adjourned at about 4 o'clock. Time was allowed

for the men to socialize and to get about the campus and relax. At a dinner meeting in the evening, Dr. Myer was called upon to give an explanation of the plan for the project and to tell something of the steps that had been taken in other states. Most of the persons present participated in the discussion that followed as to the merits of the undertaking and the methods that might be most likely to succeed. At the end of the meeting the state director was asked to name principals to act as regional directors in order to bring into the project a great many principals and teachers who could not attend the all-state meetings.

The North Carolina Education Association has been operating for a number of years under the district plan. The state is subdivided into six regional districts. The state director attempted to select a professionally minded and aggressive principal in each of these districts to promulgate and to foster the movement in his district. The plan in operation then is one that consists of a state coördinator and six regional coördinators working under the direction of the national director.

A full discussion was held concerning the best method to pursue in these discussions in order to get principals and teachers actively at work in discussion groups. It soon appeared that the plan which might be effective in one region might not be most effective in another region. In some sections of the state, a schoolmasters' club that meets monthly is the most wide-awake and professional of any active club. At least, two of the regional directors prefer to tie their organization up with the schoolmasters' club. In Greensboro, for example, the director holds a discussion group in the afternoon at four o'clock and the men then attend the banquet and meeting of the schoolmasters' club. In one other district, this plan seemed to be the best one to follow. In a third district, the director found that a county organization seemed to be the most plausible one. Within a month after the state meeting at Duke University, this director had organized discussion groups in nine of the counties in his region and similar groups have since been organized in the remaining counties. This director saw to it that the leading principals in each of the counties in his region had in his hands the study guide sheets. He also found that the schoolmasters' club was helpful in fostering the idea of a discussion group. In a fourth district, the writer attended a meeting only recently that proved to be highly successful. In this district there are fourteen counties. The di-

rector sent announcements to all of the high-school principals of the region asking them to come prepared to discuss Function two. A professor of education from Queens-Chicora College was invited to act as chairman. Every county except one was represented. Thirty-five principals were in attendance. The meeting became so enthusiastic that the chairman could hardly adjourn the group at six o'clock. Dr. Richard P. Gummere, Dean of Harvard University and a member of the Committee on the Coöperative Study of Secondary-School Standards, was the guest of the group at a dinner and speaker for the evening on the subject of *Modern Trends in Education*. This entire program proved to be most stimulating and profitable if one may judge by the interest and enthusiasm shown.

A third all-state meeting has been held at Chapel Hill on February 11th and 12th under the auspices of the University of North Carolina. Functions two, three, and four were used as a basis for the discussion. Dr. Edgar W. Knight, Chairman of the Committee on the Re-Statement of Educational Objectives of the Educational Policies Commission, Dr. Howard W. Odum, a member of President Hoover's Committee on Social Trends, and the Educational Psychologist, Professor A. M. Jordan, were the leaders of the discussion. Use of university and other expert talent for some of these meetings is excused in the hope of projecting the whole thing on a high level of thought. Some principals, however, are so reticent and so lacking in self-confidence that they will not participate when the expert is present. It is necessary to have some meetings, at least, in which the expert is not there. On the other hand, it does not seem wise to exclude men in university and college circles such as those mentioned. Laymen, too, should be included and are being invited to participate in several of the centers.

In all but one of the six regions of North Carolina, the material used as a basis of discussion is that included in the study guide sheets of the Department of Secondary-School Principals. In the other district, the principals chose to use their own problems. In the promotion of this project, the state director has had the full coöperation of the State Department of Education and the North Carolina Education Association. The Commission on the Coöperative Study of Secondary-School Standards has shown its interest by offering to send one of its staff to another state meeting which is being planned for April at Pinehurst.

The main problem in promoting discussion groups seems to be to get the type of leadership that is needed for the discussion period that will stimulate everybody to participate. A booklet or a bibliography giving information to leaders as to the proper methods for conducting a discussion is needed very greatly. University professors and others who accept the responsibility of leading these discussion groups need some coaching so that they may not make the period just another class period in which they teach the group. They ought to be members of the organization but they ought not stultify or cramp the ideas or the expressions of the principal who is doing the practical work. There are not enough well trained and mature, practical school men to make these discussion groups what they should be. The expert help must be used. If it is used in a sensible fashion, the discussion will be on a high level and the outcome will be valuable not only to the principals but to the schools of education generally. Too often the schools of education have been far removed from the field of reality. This discussion group project ought to correct that situation in some measure.

A COMMUNITY DISCUSSION PROJECT

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Our secondary-school principals and directors during the last two or three years became interested in reports, and more particularly in discussions of the reports which came from the Orientation Committee. Some time and attention during the early months of 1937 were devoted by our principals and directors to a cursory study of the reports. The further the study was pursued and the more thinking that was done as a result of reading the reports, the stronger the urge became to make a careful, systematic study of the *Issues* and the *Functions of Secondary Education* as enunciated by the Orientation Committee of the Department of Secondary-School Principals. Consequently the group at one of its meetings last March decided that each principal would ask his faculty if the faculty as a group would like to undertake a long term study of the *Issues and Functions of Secondary Education* as reported by the Orientation Committee, and also of the reviews and criticisms of the Committee's report as these might come from the press from time to time. The principals were assured that the

administration would furnish half as many copies each of *Bulletins* No. 59 (*Issues of Secondary Education*), No. 60 (Proceedings of the St. Louis meeting of the Department, which dealt with the Issues), No. 64 (*The Functions of Secondary Education*) and No. 65 (Proceedings of the New Orleans meeting which dealt with the Functions), as there were members on each school faculty.

PURPOSES OF THE STUDY

At the time our program for examining and studying the *Issues* and *Functions* was being planned those who planned and supported the proposed program conceived the purposes of the study for those interested in or working in the secondary schools of Yonkers to be:

1. To become acquainted with the problems which secondary education is face to face with to-day.
2. To examine critically the reports of the Orientation Committee.
3. To clarify our own thinking concerning the problems and their implications as raised in the reports of the Committee.
4. To use the *Issues* and *Functions* as preferred material for professional group meetings, discussions, and conferences.
5. To relate the problems and implications contained in the reports to secondary-school problems which actually exist, face, and challenge us now in Yonkers.
6. To re-examine and consider our local school practices as they relate to courses of study, curricular offerings, organization, administration, objectives, guidance, attendance, methods of instruction, health service, expenditure of funds for books, library service, supplies, equipment, etc., in the light of the implications and philosophy of the Committee's reports.
7. To encourage individual teachers to modify their practices as their conception or philosophy of secondary education changes or develops.
8. To provide faculty meetings, department meetings and group conferences with a common basis for discussion which would provide for democratic participation and challenge the best talents, efforts, and thinking of each member (we have great faith in the democratizing elements of this study).
9. To provide teachers, principals, and directors with this particular phase of professional equipment so as to stimulate and encourage professional leadership, and to be prepared

as a group of teachers to provide leadership for lay groups in their study or thinking on similar problems.

10. To extend, when we ourselves are prepared and equipped to do so, the study, consideration, and examination of the Orientation Committee's reports on the *Issues and Functions of Secondary Education* to lay groups in the city of Yonkers by inviting such groups as parent-teacher associations, neighborhood councils, study clubs, etc., to undertake a careful systematic study of the *Issues and Functions* under professional leadership which we will offer.

The principals presented the idea of a long term study of the *Issues and Functions of Secondary Education* to the teachers of the several schools, and after the teachers had had a month or six weeks to think this matter over, to discuss it among themselves, and to decide what they wanted to do, a poll was taken. As a result of teacher decision eight of our nine secondary schools developed and planned for an earnest, serious, professional long-term study of the *Issues and Functions*. Two schools plan to make this study at intervals of about six weeks over a period of three years. Others have planned to make an intensive study of the *Issues and Functions* for a year and to decide at the end of the year whether or not they want to continue the study, while a third group has plans for continuing the study at regular intervals over a period of two years. The plans of the eight schools are similar in several respects, and also differ widely at certain points. I shall give the program of one of our schools which I think typically illustrates the direction which the study is taking in the Yonkers secondary schools.

THE PLAN

The staff of this high school was supplied with copies of Bulletins No. 59, 60, 64 and 65 of the Department of Secondary-School Principals; a bibliography of closely related professional literature including recent reviews and criticisms of the report as carried in professional magazines; copies of *Problems of Secondary Education*, a discussion outline published by the Department of Secondary-School Principals.

The teachers were invited to make for themselves a survey of the *Issues and Functions*; of the breadth and scope of the Orientation Committee's reports; of the magnitude, import, and significance of the undertaking of a long term study which the group of teachers was planning and mapping out for itself.

Early acquaintance on the part of teachers with the *Issues* and *Functions* indicated the need for knowledge of the background and of the history of the *Issues* and *Functions* as reported by the Committee. Materials were made available to the members of the group which gave an over-view of the history and background of the Committee's work, and also of the personnel and equipment of the Orientation Committee itself. Later a two-hour meeting of the staff was devoted to a discussion of the history and development of the final reports on the *Issues and Functions*.

Teachers were asked to select certain issues and functions in which they were or might be particularly interested. Committees were thus formed to study, examine, criticise, and to conduct meetings of the staff as a whole or smaller groups in the consideration of the particular issue or function or both selected by the committee. These committees vary in number; some have three; others four or five; while one has seven members. Effort was made to have each committee in so far as possible made up of both men and women, young and more experienced teachers, and teachers of more than one subject. This was not always possible since the major factor which determined membership on a given committee was interest expressed by the teacher himself.

The several committees are finding it necessary to increase their number from time to time, to ask for help from their associates, and to appoint special committees for definite purposes, and to ask for extension of time. The important thing is that the committees are at work, the teachers are interested, and they, I think, are getting real joy and a genuine pleasure out of the adventure.

The staff as a whole meets once a month to have a committee composed of members of the group lead and direct the staff in a discussion which lasts from one to two hours on some issue or function, or some implications growing out of the *Issues and Functions*. The last time I attended a meeting of this particular faculty the reports and discussions were concerned with "If secondary education is to be provided at public expense for all normal individuals, what must we do in this school to meet the demand and offer profitable educational training to those in attendance?" Specifically the discussion dealt chiefly with the need for changing or modifying courses of study, changes in requirements, new courses, breaking with tradition, Regents examinations, the need for new measure-

ment techniques, new standards, guidance, the classification of pupils, and lastly college entrance requirements.

At present the staff contemplates continuing the study for at least another school year, the school year 1938-39.

There are approximately 450 teachers in the secondary schools, grades seven to twelve inclusive, in Yonkers. Of these 450 teachers 400 have since October been seriously, busily, and I think enthusiastically, engaged in a study of the *Issues and Functions*. This study is the basis for faculty meeting discussions, departmental meeting discussions, small group discussions, and is carried on largely through committees of teachers. These committees which at the present total fifty or more have been appointed to study, analyze, collect data, do research in one or more of the *Issues and Functions* and on certain implications growing out of the study of these *Issues and Functions*.

DINNER DISCUSSION MEETINGS

It has been a source of genuine satisfaction to note that as the study proceeded the interest of the teachers as a group, especially of certain individuals, has increased and become at times almost contagious. Then again, it was felt that it would be to the advantage of the teachers if larger groups of teachers than would be represented by the staff of any one school should come together at least two or three times a year to exchange ideas and viewpoints, and discuss the more fundamental implications of the *Issues and Functions* as they concern secondary education in Yonkers. As an outgrowth of this thinking a committee of six teachers was set up to find out the wishes and the desires of their associates relative to the larger meetings, and to formulate and carry out plans in accordance with the wishes of the teachers. As a result of the committee's work a series of three dinner discussion meetings was planned; two of these have already been held. The first was on the evening of December 9 at which time we had as our guest and discussion leader, Professor Will French of Teachers College, a member of the Orientation Committee. Two hundred twenty-five of our teachers, principals and directors attended this dinner discussion meeting. We gained much in insight and inspiration from Professor French, and those present responded to Professor French's leadership, and liberally entered into a worth-while discussion of Issue II, "Shall secondary education seek to retain all pupils in school as long as they wish to re-

main, or shall it transfer them to other agencies under educational supervision when, in the judgment of the school authorities, these agencies promise to serve better the pupils' immediate and probable future needs?", also of Function X, "To retain each student until the law of diminishing returns begins to operate, or until he is ready for more independent study in a higher institution; and when it is manifest that he cannot or will not materially profit from further study of what can be offered, to eliminate him promptly, if possible directing him into some or other school or into work for which he seems most fit". Our second dinner discussion meeting was held on February 16, at which time we had the privilege of having as our guest and discussion leader, Professor Heber Ryan of the State Teachers College at Montclair, New Jersey, also a member of the Orientation Committee. Approximately two hundred teachers, principals and directors attended and discussed Issue IX "Shall secondary education seek merely the adjustment of students to prevailing social ideals, or shall it seek the reconstruction of society?", and Function I "To continue by a definite program, though in a diminishing degree, the integration of students; this should be on an increasingly intellectual level until the desired common knowledge, appreciations, ideals, attitudes, and practices are firmly fixed". From all indications the group enjoyed the evening, and were intensely interested in the fundamental implications of Issue IX and Function I for secondary education in our system. The expression of the group was to the effect that we should have a third dinner meeting in April, and also plan for a series next year. At the April meeting we expect to have as our honored guest and leader another member of the Orientation Committee.

IMPORTANCE OF THE PROGRAM SET FORTH

The important thing in connection with the study which we in Yonkers are making of the Issues and Functions is that the secondary teachers by and large are making a careful, voluntary study of the reports of the Committee and of the current educational literature relative to these reports. The teachers and principals are reading, studying and thinking through the problems raised in the reports. They are also clarifying their own thinking and formulating, as a group, what might be said to be a philosophy of secondary education under a common stimulus and looking toward common objec-

tives. We had in mind when our program was conceived certain objectives or purposes which have already been set forth in this paper. In the main we are gratified with the development of the program of study. We are satisfied with the direction it is taking, are pleased with the enthusiasm, interest, critical attitude, and professional zeal which characterize our teachers.

YONKERS TEACHERS COMMENT ON THE ISSUES AND FUNCTIONS OF SECONDARY EDUCATION

The following paragraphs are copies of parts of comments by secondary teachers in the Yonkers schools upon the *Issues and Functions of Secondary Education*. These comments were taken from the hundreds which have been accorded the administration by teachers of the high schools within the past few months.

The study of *Issues and Functions of Secondary Education* has been particularly stimulating to me in several respects.

First, it has explained to my satisfaction the programs of junior high schools with the so-called exploratory techniques which I have heard severely criticized by senior high school teachers because of "the little ground covered". I can now appreciate the purpose and value of such courses.

Secondly, the study has clarified for me the functions and purposes of a guidance program in secondary schools. The possibility of establishing such a program generally does not now seem so remote.

Thirdly, the study has opened my eyes to the difficulties faced by the progressive school administrator. I fear that most teachers are too devoted to their individual subjects to appreciate administrative problems.

Lastly, I have found that the study has changed my point of view toward my own subject, English, and toward non-academic students. I am glad to admit that I no longer consider my subject of primary importance in every student's program; I like to think that I have formed a fairer, more complete view of his program as a whole. My interest in non-academic students has been greatly strengthened by the challenge which I now feel they offer to the teacher—to give them not instruction to enable them to pass a final examination or to enter college, but instruction that will prepare them for life.

I believe the study of the *Issues and Functions* is bringing the larger problems of secondary education effectively to the attention of many of us who have too long considered the teaching of our particular subject as the only real problem needing our consideration.

I am sure that we have already gained the whole-hearted coöperation of a large proportion of our teachers in our endeavor for adjustment in this school.

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From the study carried on in Yonkers, I feel more strongly that our present secondary education is inadequate to meet the needs of our students. I believe that there is an immediate need of vocational schools.

To take a specific example. There are many pupils in my English classes who have reached the limit of their ability. To them a study of subject matter is a waste of time and they will not do their best as they are not interested. They do not care for further mathematics as they think they know it all because they can add two and two. Literature is not appreciated. They benefit mostly by social studies and general science because in those subjects they come in contact with everyday problems.

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The strengthening of a rapidly-developing realization that certain needed changes are overdue in large areas of the educational world. At all times, and particularly in view of present-day social and economic conditions and in the light of the results of modern psychological research, educators must recognize:

- a. That education is not only a continuous process but should so far as feasible be definitely organized as such.
- b. That secondary education particularly must be conceived and in actual practice conducted as growth under guidance.
- c. That the program of studies of secondary education should be so clarified and vamped that it will really provide the pupil with a design for living.
- d. That no subject, technique, or objective should be continued solely on the grounds of precedent.
- e. That the subject matter is to be evaluated not for its alleged intrinsic value but as an effective medium for pupil experience in problem-solving. The ultimate criterion in the selection of subject matter should be in fact as well as in theory

the present needs and the probable future needs of the pupil. In this connection, it is well to scrutinize carefully the claims that the study of this or that subject develops habits of logical thinking or scientific approach. If many experienced teachers of these subjects fail to show such qualities as a matter of habit in their daily affairs, it is questionable whether study of this kind can be expected to produce them in pupils.

Our staff this school year has been rather systematically studying and discussing in faculty meetings the *Issues of Secondary Education* as found in *Bulletin No. 59* of the Department of Secondary-School Principals of the N.E.A.

In my opinion, the chief value of these discussions to date has been to vitalize our faculty meetings; that is, to change them from the principal controlled to the forum type of meeting which doubtless is a worth-while metamorphosis.

The reports of the Committee on the Orientation of Secondary Education have proved to be in Roosevelt High School of general interest to most of the teachers. These reports are especially pertinent in that they discuss many of the issues which are of great importance to-day in secondary education giving arguments for and against the issue. I believe that every teacher in secondary school should become familiar with the information that is embodied in these reports. We have already had an opportunity to study two of these reports, namely *Guidance* and *Safety*. We found the meetings to be most profitable. As the year goes on in our own school, many of these reports will be discussed at teachers meetings.

The report of the Orientation Committee on the *Issues and Functions of Secondary Education* contains many valuable and practical suggestions. The study of that report has been a source of encouragement to "carry on" with the planning of a new flexible English program that will approximate the meeting of the needs and the mental capacity of each individual child. I was most interested to find that so many of our educators have devoted themselves to the study of problems that concern us locally.

Accordingly, initial steps have been taken to re-organize the English Department. In this connection, a study of the report was made for the purpose of securing helpful suggestions. The Orientation Committee groups the failures into

three classes: (1) the pupils who fail to live up to a certain standard of passing, (2) the pupils who are far below the average of the group, (3) the pupils who are not working to their full mental capacity.

With this information as a basis I, as chairman of the department, classified the pupils who were failing in English 2. Two classes were assigned to a 2B English class. The achievement of the pupils in this group was far below the average of accomplishment of the normal pupil in the group.

In English 2B a course of study is being followed that gives to these pupils subject matter that is within their capacity to understand. I know that these children are profiting by their English work. Formerly I felt that they were profiting very little by their presence in the English class.

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Since "the correct approach of guidance is for the school to study the pupils and assist him step by step in enlarging and enriching his life inside the school and out", the High School of Commerce offers a new elective course, Social English and Personality Development. This course answers affirmatively the question in Issue VIII: "Shall secondary education present merely organized knowledge, or shall it also assume responsibility for attitudes and ideals?"

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Through reading the Committee's report, the opinion I have held for a long time has been strengthened; namely, that much of our failure to continue the social and emotional integration of pupils so well initiated in our elementary schools is due to our own narrow specialization which has resulted in too much concentration on teaching of subjects and not enough emphasis on training boys and girls for better living under the present social and economic conditions.

The report has widened the real teacher's horizon, and has found new vistas, wherein the teacher may discover many new opportunities, for service to that "forgotten group" of young men and women who otherwise might complete our school courses, and still be unprepared to find their place in the world of confusion that awaits them. The report is indeed democratic, in that it recognizes the school's responsibility for caring for "all of the children of all of the people".

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Discussions centering on the Orientation Committee Report have helped me to see the picture as a whole. Each

teacher, especially in the high school, is apt to have a rather narrow view and think largely in terms of his own subject. Group discussions broaden our viewpoints and help to coördinate our efforts.

The discussion on guidance, held in our own school, emphasized the need for reorganization to care for pupils who cannot benefit from our courses of study as, at present, designed. The problem seem to be, not only to make a new course of study, but also the one of leading the pupils who need that new course, to follow it.

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It seems to me that if we could have a proper educational system, one which functions in school and out, one which would be a continual educational process, under vertical supervision, from kindergarten, through, or well into, adult life, we could reconstruct the thinking of the world. Adult education is here to stay; why not then link it with education from the beginning. To do this we must change our idea of one school preparing for another; but have as a goal better, fuller, richer living year by year. If our system were so organized that a pupil could, after he had reached his "educational saturation" point, in so far as academic learning is concerned, leave one place and continue in another where his personality fits, we could re-establish the world.

How to accomplish this is the task. I do not believe that we should look upon this as an insurmountable obstacle. Neither do I believe that we should say "When are you going to begin", or "What are you going to do about it". No superintendent, no group of educators is going to be able to do anything about it until the great army of teachers is sold to the idea. It is each teacher's duty to begin thinking, planning, and motivating her professional life around these *Issues* and *Functions*. What a really effective beginning it would be! If each teacher said to herself "What can I do about it? How may I begin? I shall begin right now thinking toward the goal." Then, we would be moving with an unconquerable force toward a new day in education.

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Regarding the use being made in Yonkers of the Orientation Committee's Report on the *Issues and Functions of Secondary Education*, I think that the method of discussions led by representatives of the research workers who have helped to make the study is the most helpful and illuminating way to

clarify our thoughts on the many bewildering phases of this subject. The summarized findings and recommendations representing various points of view need to be interpreted and set forth by those who are familiar with the practical considerations as applied over a larger field than our own community. Such a procedure helps us to square our problems with those of the nation as a whole and to make a more intelligent local application of the principles involved.

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The Orientation Committee's Report on the *Issues and Functions of Secondary Education* has encouraged me to try to figure out just what our schools should try to give the great mass of boys and girls now enrolled. I have come to the following conclusions:

1. That the teacher himself should be worthy of imitation. Through contact with him every boy and girl should want to be a good citizen, want to be courteous, want to speak clearly, think logically, stand straight, look you in the eye, be truthful, considerate, coöperative. The teacher should, therefore, be selected on grounds of personality as well as of learning.
2. That every boy and girl should be taught efficient work habits that will carry over into any field he may later choose.
3. That utilitarian training, even for the student who will not go on to college, should not take the place of a firm grounding in the never-changing fundamentals. Even for the boy with a low I. Q. who may become at best a plumber's assistant, it is more important, in school, to learn to read the newspapers with a grain of salt than to handle plumbing tools. His employer will in most cases be willing to teach him that.
4. That for those who are going on to college especially, and as much as possible for the others, too, there should be more opportunity for independent thinking and research than we have at present in the average secondary-school course.
5. That the teacher should make a greater effort to find out something about each student's background, home life, ambitions, hobbies, talents, etc., and guide that student accordingly. I would suggest in this connection that a course be given in Yonkers in "Guidance for the Classroom Teacher". One or two guidance experts in each school cannot possibly handle the problems alone. They need the coöperation of classroom teachers who are also adequately trained in this field.

The new type of secondary school is characterized by tolerant, friendly, and spontaneous relationships among pupils, teachers, parents, and other members of the school communities. It offers opportunities and encouragement to the creative aspirations of all the adventurous spirits of the school community. It exemplified those aspects of democracy and Americanism which promise most for the present and for the future. It is an adventure in common purposes and in their fulfillment through individual endeavor.

The most acute and immediate problem of the secondary school is that of organization, content, and method of the curriculum. It must be broadly conceived in harmony with the social aspirations of our American democratic communities, the needs and opportunities of the evolving economic era and the traits which characterize children in their teens. The impulse and desire of children is to live their own lives and to be themselves. The successful curriculum will provide opportunities for each pupil to have a share in selecting his own work, to follow and develop his worthy individualistic avocational interests and to complete those self-accepted tasks for the sense of mastery, the joy of accomplishment and the approval of his fellows.

To me Issue IX, "Shall the schools undertake to reform the world?" is particularly interesting, for the problem constantly confronts teachers both with individual pupils and in a general way. It seems to me that every subject in the curriculum and every activity of the school offer rich opportunity to establish in the minds of the young people a desire to cultivate worthy qualities of thought. One illustration alone may be presented here. The home-room organization is a fruitful field in which to plant the seeds of good government and good citizenship. Guided unobtrusively by a wise counselor, students learn in class elections and in other group activities to exercise judgment and to place character and service above personality and mere popularity.

Possible outcomes—Individual characteristics of students as these concern their interests and capacities will be recognized. This will inevitably increase the need for the guidance function in the form of gathering and interpreting cumulative information about the individual, (Function VII and IX); ascertaining his "specialized interests, aptitudes and capaci-

ties" (Function IV); aiding his personality adjustment in school and social life, and on into vocational life (Function VII).

The discussion of the report will help toward placing emphasis on the individual rather than on courses and their content. If school people would come to consider every child in their charge *first* as an individual with strengths, and weaknesses, ambition and thwartings, handicaps and health, and other phases of his personality and character, *then* adequate curriculum offerings would almost automatically follow. The report points to such emphasis and so will accelerate education toward preparing students for happy and optimum social and individual adjustment.

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I am happy to state that I have found in the Report on the *Issues and Functions* considerable material conducive to real thinking in the field of secondary education. Perhaps the following will best reflect my feelings of what the Report means to me:

1. The aim of American secondary education must be to socialize man completely and make him socially efficient.
 2. Education for social efficiency must be elective in character.
 3. Education must keep changing its scope and functions according as life becomes more complex.
 4. In a system of education of this type the teachers ought to be trained in resourcefulness rather than in a fixed procedure.
 5. Education should point toward building intellect rather than factual knowledge. Emotions rightly directed are power; they are the "steam in the boiler" so to speak. The intellect controls the steam.
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There must be talented and serious instructors who are capable of keen intellectual analysis and who are not afraid of truth wherever they find it. They must be able to analyze the difference between political "bogeys" and "scare-words" and phrases that are the inventions of selfish political interests and real organized political and economic evils that are costing society millions of dollars annually.

Education must teach the fallacy of getting "something for nothing", and the "you are a sap if you work" psychology must be eradicated if we are to make any real progress against

the great organized "rackets" that militate against democracy. This paragraph is suggested by Harry Elmer Barnes.

The most interesting and important observation to me is the realization that due to present times, economical depression and lack of outside educational agencies the school must occupy itself with a class of pupils and instruction which we have not before considered a part of education.

Two statements of the report of the Orientation Committee of Secondary Education dealing with the issues of secondary education are particularly significant to me. "If the schools are provided by society they should be able to prove that they have accomplished the purposes for which they are provided", p. 132, and "Acceptance of the rule of the majority is almost universally attained, but not such subsidiary principles as toleration of the opinion of the minority and freedom of thought, speech, and assembly—It is not only our right but our duty to inculcate these same principles—in the young." p. 141.

Granting that educators have a clear idea of the values of the mores, traditions, and technology of society, how can these values be obtained if instructors accept them in word only? Can freedom of thought be inculcated in the young unless such principles be respected among the teaching group? To-day too many preach the doctrine of freedom of thought but have no respect for an opinion which differs from the group mind. Can real respect for such principles be instilled in the young when there is no courage on the part of the instructor to defend such a standpoint if he be in the minority, and no respect on the part of the group for one daring to assume such a position? Must a new influx of instructors conditioned in true democracy be awaited or are there means within existing school systems of attaining such ends with the present teaching tenure who have been subjected to the apparently capricious and intimidating will of superior forces?

When one reads over these issues and functions, he realizes that we teachers cannot use the old subject matter objectives of education. We must define new major goals toward making our people think in terms of contributing to the welfare of society at large—goals that will help us to preserve our democracy, just as all the dictatorship countries mould their youth to preserve their form of government. And we cannot

sit back and expect our children to know of the good fruits of a democracy. Their minds must be inculcated with its ideals by our teachers.

If, by reading and discussing these functions and issues of the Committee, we teachers become aware that we have these same problems in all our local communities and that we can do something about them without shifting the burden to another institution, we are on the right path—the path that will help us to face the problems and solve them in the way to make our children happy and to provide the state with an intelligent electorate for the future.

The first gain I had from the study of education being conducted in Yonkers was a new sense of respect toward my superior officers, more confidence in them as leaders because they recognize problems we workers face and talk about daily.

Secondly I was rewarded by sharing the wave of alertness among some colleagues. (Of 45 teachers about 10 began reading the N.E.A. pamphlets, gradually about that many more read at least one. After years of indifference that 50% were awakened to professional education is remarkable. Idealists yet.)

The aspect of the report that interested me most was the idea projected of not submitting all American youth to a standard school training, of enriching and enlarging the C.C.C. type of training to meet the needs of some.

Reorganization should enable high schools to work with suitable human material; to diversify programs for different ability levels; to check the present tendency of snobbery in teachers and pupils toward mark with your hands which now results in "miseducation", toward a standard of silly luxury beyond the ability of the earner to produce for himself (causing an identification of the dome of the capitol in Washington with a nursing bottle). Can this be done, however, by our schools in time to prevent an overthrow of democratic government?

School programs should when reorganized be able to do something of that which they set out to do, whereas at present we turn out half-baked snobs who feel the world owes them a living; and whereas at present the intelligent worker in schools suffers from chronic professional heartbreak because she finds no resemblance between her day's work and her teachers' college hokum.

THE USE OF THE DISCUSSION GROUP MATERIAL IN A UNIVERSITY

GEORGE BAXTER SMITH

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Speakers have given and will give you an idea of the way in which the two *Bulletins* of the Department of Secondary-School Principals, when used as discussion materials, have been of value to them in their various projects. They have sketched for you a type of professional meeting which includes, for the most part, their in-service associates—people who are now connected with the schools. Important as we all think in-service professional contacts to be, those of us in the university field feel also that pre-service investigation and study of the issues and functions of secondary education should have a prominent place in the total professional training of men and women looking toward careers in educational service.

Ever since programs have been planned for masters' degrees in secondary-school administration, supervision, classroom teaching, guidance, and so forth, we have given the students an opportunity to choose a course which has been based on our own analyses of types of secondary-school problems which would undoubtedly be discussed many times in such meetings as the previous speakers have described. The difficulties presented by the obvious necessity of basing such a course on innumerable references to books and periodicals and the evident limitation imposed on this plan by the lack of suitable, succinct material were substantial ones.

When the Department of Secondary-School Principals published the two volumes on *Issues* and *Functions*, at least some of the difficulties were removed. We had at our command, then, a group of basal materials with which to start. I wish to emphasize the phrase "with which to start," for the two *Bulletins* cannot be thought of mainly as textbooks. In fact, in each succeeding semester during which I present this course, it becomes more certain that the *Bulletins* are a point of disagreement rather than agreement, and students use the listing of arguments in the *Bulletins* as spring-boards into the sea of literature in agreement or refutation. I, myself, disagree with the statement in the Introduction to Bulletin 59, that "both administrators and teachers should become thoroughly convinced that one side of the issue or the opposite side is sound." From this disagreement with a statement which

appears as early as page fourteen, every other page holds some point of difference for myself or some member of the class.

The teaching procedures followed in the course quite naturally are group discussion techniques; and, as the classes range from 25 to 35 students, such procedures may be followed with some hope of success.

An attempt is made to organize the work of the class so that various discussion techniques may be practiced. The first issue, for instance, may be presented to the class in the form of a forum, the instructor acting as the speaker. Issue two may be developed through group discussion, the instructor acting as leader. Issue three may be used as the topic for a panel group made up of members of the class, with the instructor acting as chairman. A symposium and a debate might be organized, but neither has been used up to the present. By the time this overview of techniques and a glimpse of the types of materials contained in the *Bulletins* have been completed, the instructor will know the students well enough to make intelligent choices of individuals who seem qualified to act as chairmen or leaders. It is impossible, of course, to give all an opportunity to act as leaders, but through panel discussions, for instance, all are at least baptized with platform appearance. All will have audience experience.

With an increase of professional discussion in public-school systems, as evidenced in the reports to-day, it seems logical that the opportunity for participation in discussion as a basic professional technique should be afforded in university programs of study.

As seems to be the custom in graduate courses, some method of evaluating the work of the students must be developed. As the discussions in class bring out the points of view of men in all types of school systems, from the city of Buffalo to high schools with one hundred or two hundred students, it is felt that an application of the principles and theories outlined in the reports and developed in the discussions should be made to the individual situations in which the members of the class find themselves. The plan under which we have operated up to the present is to require a paper from each member of the class on each *Issue* and on most of the *Functions*. This is to be written directly after the class discussion and based on an analysis of the practice in the particular system in which the individual student works, a statement of his position on the problem and his reasons for maintaining this position, and

suggestions for changes in practice which might lead to the position defended.

The value and place of the *Bulletins* in such a program cannot be minimized.

DISCUSSION GROUPS IN MICHIGAN

RAY BECHTOLD

Principal, Baldwin High School, Birmingham, Michigan; State Coördinator for Michigan

For several years groups of high-school principals have been meeting in Michigan to discuss their common problems. Some of these groups have worked extensively along particular lines, such as social studies and guidance. The Department of High-School Principals of the Michigan Education Association has used some of the groups as committees on certain projects because of the fact that they were already organized and the members lived in the same general regions, making it more convenient to hold meetings.

A philosophy of education committee appointed by the department worked on the tentative report on the *Issues of Secondary Education* and made suggestions to the Briggs Committee. This committee also stimulated faculty-group discussions in the state. One method that was used was the inclusion of a demonstration faculty meeting at the annual convention of the department.

At the present time there are some twelve or fifteen principals' groups meeting in the state. Some discuss chiefly immediate practical problems of administration, but the tendency is toward a greater amount of time being given to the discussion of basic fundamental principles. The discussion outlines furnished by the coördinator have been received by all groups and are being used to some extent.

Over two thousand outlines have been requested by Michigan principals for use in faculty group discussions.

We have not insisted that groups restrict themselves to outlines furnished, nor that they feel that this material will be outmoded if circumstances prevent its use until a later date. It has seemed important to stimulate thoughtful discussion regardless of the materials used.

The state Department of Public Instruction, and more particularly their Curriculum Steering Committee have been interested in the program and are coöperating. They see possibilities of securing greater interest in the development of

their plans by supplying discussion groups with materials for discussion, and also the benefits of more intelligent coöperation on the part of principals and faculties who have thought through and discussed the functions of secondary education.

The State Sectional Curriculum Conference held at Ypsilanti recently and sponsored jointly by the University of Michigan, Michigan State Normal College, and Wayne University included a talk on state and national discussion groups in the secondary field on their program. Those present at the conference were college and university professors, county and city superintendents, principals, and teachers.

The Directing Committee of the Secondary-School Curriculum Study who have a full time director and who are laying the groundwork for a most interesting experiment in improving secondary-school practice have shown a consistent and continuing interest in the discussion-group project.

Michigan's member of the Executive Committee of this department, Mr. John E. Wellwood, has lent assistance and advice. The Michigan Education Association's executive staff have been kindly disposed and have assisted where possible.

The chief coöperating agency, of course, has been the Department of High-School Principals of the Michigan Education Association. At their annual convention the discussion project was explained and copies of the discussion outline handed out not only to the principals for their own use but also supplies for faculty discussion meetings.

Indications are that some faculty groups have been carrying on discussions based on the outline and many others have definite plans for such activity during the present semester.

Two examples may indicate some of the Michigan activity. The Edwin L. Miller Roundtable, composed of principals of high schools in the territory in and around Detroit will have a meeting shortly devoted to a discussion of the Briggs Report, with special emphasis on its actual effect on high-school practice.

The Upper Peninsula principals met on February 5. A report from a participant follows: "Over thirty men were present for the all-day session. In the afternoon Dr. J. Cecil Parker, Director of the Secondary-School Curriculum Study, discussed that project. In addition we considered professional problems of interest to high-school principals such as school sound equipment, lighting for athletic fields, visual education, and the group-discussion project. A number of schools are

devoting faculty meetings to the discussion group, and others signified their intentions of beginning such discussions this semester. There is nothing definite to report as to the thinking evolving from this discussion. It is, nevertheless, a healthful sign to note the interest being manifested in the discussion project."

To summarize, all important agencies having to do with secondary education are showing an intelligent, friendly interest. A start has been made. It remains to be seen how the project will develop and how much effect will be felt in the high schools of the state.

The junior high-school people met in Ocean Hall of Marlborough-Blenheim Hotel. Owing to the sudden and severe illness of Virgil M. Hardin, Principal of Pipkin and Reed Junior High School of Springfield, Missouri and Member of the Executive Committee of the Department, Mr. Paul E. Elicker presided.

CURRICULUM INNOVATIONS ON THE JUNIOR HIGH-SCHOOL LEVEL

HAROLD B. BROOKS

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The purpose of this discussion is to describe curriculum innovations as developed in one school situation. During the past year in the Long Beach public schools consideration has been given to the newer phases of curriculum development. To assist the certificated staff in understanding the concepts and issues involved Dr. Hollis L. Caswell of Teachers College, Columbia University, conducted a series of curriculum conferences.

As the discussion of the new curriculum progressed these needs emerged:

- (1) The statement of a common viewpoint relative to what the schools should accomplish;
- (2) The enlistment of maximum teacher participation;
- (3) The development and selection of functional materials;
- (4) The methods of utilizing materials.

In order that all the educators in the system might share in developing the basic educational philosophy Dr. Will French, then superintendent of schools, requested each member of the staff to formulate a report indicating what he regarded as the

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most important qualities or characteristics to be developed in pupils as a result of his teaching. These ideas were carefully analyzed, organized and edited by one of the supervisors¹ and published by the department of curriculum and research in a pamphlet entitled *Growth Through Education*.

This pamphlet has recently been presented to the faculties in the various schools as the basis for discussion of further curriculum development. The underlying philosophy expressed in the pamphlet is: the purpose of education is conceived to be the promotion of growth in a desirable direction. The five clearly defined major growth strands, each leading onward to an implied goal, are:

1. Fitness of mind and body.
2. Desirableness of social relationships.
3. Competence in thought and action.
4. Creativeness in ideas and expression.
5. Worthiness of ideals.

Following a concise analysis of the leading objectives of education, there is a description of the characteristics of an individual who has attained each goal. As an aid in estimating whether or not an individual is growing in the direction of the goal, a list is given showing the characteristics of progressive growth on the part of the individual.

This explanation of the method employed and the results obtained in developing a practical statement of desired outcomes is presented because it is assumed, (1) that the participation of the entire staff in preparing a statement of objectives is basic to the development of effective teaching and (2) that a clear statement of the purpose of teaching applicable to daily situations in the classroom is essential to the improvement of the curriculum.

Throughout the entire development of the curriculum teacher participation has been a feature of paramount importance. This has been shown in the following ways: (1) The consistent use of suggestions and contributions from the teaching staff, (2) The provision of opportunities for utilizing the special interests and abilities of the staff, (3) Assigning definite responsibilities to classroom teachers, (4) Experimentation by the teachers before the final adoption of the course, (5) Relieving the teacher of classroom duties while engaged in curriculum work, (6) Extra compensation for curriculum work done in the summer and (7) Expressed recognition for

¹Elga M. Shearer, Supervisor of Elementary Education, Grades 4, 5, 6.

assistance rendered. It should be made clear that one of the major purposes in developing the courses of study was to provide opportunities for growth on the part of the teachers. The idea was emphasized that there was nothing final about the course submitted for consideration and use. Instead, the development of the courses of study represented a dynamic means for evaluating and clarifying thinking with respect to the experiences suggested for the pupils.

For over a decade the teachers have coöperated in the development of courses of study for the purpose of stimulating the youth of all ages to acquire knowledge and skill in solving a problem that to him seems both important and necessary. Although the belief is held that the total experiences of the child constitute his curriculum, courses of study are considered indispensable. The prediction is made, however, that if the five strands of educational growth mentioned above are accepted as representing the desired outcomes of education they will determine the area of an emerging curriculum. This statement of goals may also serve as a means of determining the value of the present content of courses of study to the end that only the material of greatest functional worth may be retained.

Each course of study passes through two distinct stages of publication. The first draft is tentative and intended only for classroom experimentation. The second issue is modified as a result of the previous experimentation and represents the best thought and effort of the entire staff.

Already considerable work has been done in planning curriculum materials to help boys and girls attain maturity with respect to these major objectives of growth. The limits of this discussion will permit only a brief statement of two typical curriculum innovations which illustrate the methods presented above.

The goal of fitness of mind and body has been given special consideration in the eight junior high schools. Carefully prepared courses of study in health and physical education² have been made available in printed form. The aim has been kept foremost to select and describe only those activities and topics for discussion which possess proved functional value. To attain this result a comprehensive procedure has been followed for developing the courses of study.

²Prepared by Jessie B. Anderson, Paul D. Jones, and Helen S. Thompson.

A first draft was written by a classroom teacher released from instructional duties and was used to stimulate suggestions for improving the course. The second issue represented the work of a committee of teachers who had experimented with the first draft. The author of the experimental course was chairman of this committee.

In this way rhythmical activities, skill tests, team games, self-testing activities, and problems in healthful living appropriate to the maturity level of the pupils have been selected and described in detail for the teachers. It is interesting to note that special emphasis was given to growth in character traits and social behavior in the physical education activities.

Adequate provision has been made for equipment and building accommodations to carry out the program as outlined in the course of study. As new buildings have been constructed for all the junior high schools during the past two years a unique opportunity was afforded to develop the physical education buildings in accord with the up-to-date functions they were to serve. Separate buildings for the boys' and girls' activities have been provided in the George Washington Junior High School with a large area between for the future construction of a standard gymnasium. The latest shower and locker equipment and facilities have been installed on the first floor of each building. On the second floor a health education room has been equipped where each class meets at least once each week for class instruction. Ample provision has been made for teaching health by means of motion pictures. A small gymnasium approximately the size of two standard classrooms, a cot room and sun deck for rest cases, offices and first-aid rooms were also included.

These features of the building are mentioned because they are basic to a comprehensive program in healthful living. It is evident that the new curriculum in its various phases needs the very best in classroom facilities, equipment, reference material, and instructional supplies.

Another illustration. For a number of years the faculty of the George Washington Junior High School has endeavored to develop an effective program of group guidance. It was realized that as the pupils carried on their various activities throughout the school day they were encountering many problems of social development. As a result a desire was expressed by the teachers to help the boys and girls solve these problems and grow in desirableness of social relationships. After an in-

vestigation of suggested plans for promoting guidance activities it was decided in 1930 to organize the school into home-room groups and to schedule a definite period for social development. The time allotted was from 8:30 A. M. to 8:55 A. M. on Monday, Wednesday, and Friday.

Soon after the home-room guidance period became a part of the teacher's program it was apparent that there was need for material which the teacher could use in planning discussions and activities based on the social interests of junior high-school pupils. As no suitable course of study for the home room was available Vice-Principal A. B. Liff was asked to prepare material for the use of teachers in the guidance periods. This was in the form of a number of brief one-page statements known as *Home-Room Guidance Bulletins*. Approximately one hundred of these bulletins have been prepared on such topics as: *We Know So Many Things That Aren't So*, *The Courage of Your Convictions, Why Take a Chance?* *The Conceit of Shyness*, and *The Audience and the Performer*. Most of these bulletins have been provided in bound form for the ready reference of the teachers.

These bulletins were suggested by the social needs of the pupils within this particular school. An attempt was made to obtain the views held by the pupils and teachers regarding the problems under consideration. In this way the ideas proposed represented practical, common-sense solutions which were acceptable as a basis for further discussion. The appropriateness of the subject matter, the attention given to the interests of the pupils, and the originality of the style and manner of the presentation are important factors in determining the value of these bulletins to those children for whom they were designed.

As a further extension of this plan for furnishing curriculum materials to teachers for group guidance, during the past year an outline³ was prepared for use in junior high-school classes where special attention was given to guidance. Six teachers representing various junior high-school grades were given extra remuneration during the summer to organize the suggestions furnished by the teachers. This outline was published for use in the schools in September, 1937.

This social guidance was not an isolated and unrelated experience for the pupils. With the help of a skilful home-room teacher the pupils were able to appreciate the value and sig-

³Leone Voils, editor.

nificance of the other activities engaged in during the day. By utilizing the opportunity for discussion and participation in special activities afforded by the home-room period they were able to help each other under the leadership of the teacher to make their behavior increasingly intelligent by acting more and more upon better and better thinking.

This plan of group guidance is based on several assumptions which are as follows: (1) Definite assistance in the social development of boys and girls is a major responsibility of the junior high school, (2) Each teacher in the junior high school should be prepared to share in directing the group guidance activities of the school, (3) The home-room organization is the best method developed to date for the guidance of youth, and (4) A basic factor underlying the success of the home room or any other form of group-guidance organization is the availability of appropriate curriculum materials suited to the needs of the pupils in a particular school.

These innovations are representative of present-day movements at the junior high-school level for better growth and development. How effectively they function in the lives of boys and girls can be determined immediately in the day by day behavior. However, if teacher interest, sympathetic understanding, and coöperation can be considered criteria for evaluation, these features have merit.

PROVIDING MEANS FOR STUDENT PARTICIPATION THROUGH THE CURRICULUM

L. E. VREDEVOOGD

Principal, Tappan Junior High School, Ann Arbor, Michigan

Education for our day demands a curriculum which is centered about life itself as it touches or may touch the student in our secondary schools. The school program must become living and experiencing rather than simply preparing for life in the future.

This new spirit in education demands student participation in experiences which are real and vital to the life of the student and to those about him. The static must give way to the dynamic. The activities must be functional activities in the lives of the students themselves. The things which students are doing should not be done for the sake of merely doing something, but rather doing things which are functional and the doing of which develops those participating.

Many have found that the acceptance of the new philosophy is much easier than the application of this philosophy to the practices in their schools. The demands of the new curriculum for student participation are generally accepted, but the methods and procedures of this participation differ widely. We are attempting to build our curriculum around those problems and activities which already exist and have social value to the student, rather than setting up artificial means for acting and experiencing.

We wish to explain in detail one or two of the forms of participation in our school. Let us first look at the organization which is set up for student participation. First we have a Student Council, which operates under a constitution of the Student League. This constitution was drawn up and adopted by the student body and accepted by the faculty. The Student Council, through this constitution, assumes control of such things as the traffic in the halls, the traffic around the school, the social activities of the students, the student fund, and many other things. Many of you will immediately say that this is the same old type of student government.

The entire student body, under the direction of the Student Council, is given the opportunity to participate in planning committees. Some of these committees are the Excursion Committee, the Little Theater Committee, the Traffic Committee, the Social Committee, Costume and Make-up Committee, Athletic Committee, Advisory Presidents Committee, Auditorium Committee, and so forth. On each of these committees there is one Student Council representative who reports back to the Student Council. This organization gives the Student Council direct control of the student activities and provides an opportunity for those who are interested to participate in the planning activities. The faculty also works through these committees.

Many schools have similar organizations. However, we are attempting not to have democracy or participation in form alone, but in the actual working of the school program. Therefore these committees and the Student Council activities are made part of the school's curriculum. Let me explain how we do this.

One of the essential things in our student constitution is that it places complete control of the Student Council funds in the hands of the students. It is rather amusing to us to see how many schools are setting up so-called student govern-

ments, but upon close analysis we see that the financial part of that government is carefully controlled and supervised by the administrator and teachers. A fundamental test for any of our democratic systems is an analysis of the control of the financial organization. The ultimate use should be the expression of the will of the group. In order to make our student government really democratic we decided that they should have complete control of their own funds. Some will object to this because they believe that students are immature and incapable of handling and budgeting their money. We believe that the reason some students are unable to handle their own money is because they have never had experience in doing so, and furthermore because certain teachers and administrators are hesitant to relinquish control and direction of money which belongs to the students. Therefore we insist that the students be given complete control as to the collection and the spending of their money.

It is true we give them a teacher as an adviser, if her advice is needed. However, no money is spent from our Student Council fund unless an authorization is received by the office, signed by the president and business manager of the Student Council. Thus no individual nor group of individuals can spend any of the money unless the Student Council has authorized the spending. We will admit that this makes it a bit inconvenient at times when we desire to do things that should not be done with student money, but it is worth the inconvenience to see the students sit down and plan, check, appraise, and budget the money when they realize that they are responsible, and that they are the ones who suffer or gain through poor or careful planning and budgeting.

The actual bookkeeping, collecting, disbursement, budgeting of the funds have many of the functions which the students will experience in their business in future life, as well as in the personal accounts at present. Therefore we have taken this activity, at the direction of the Student Council, and have given to the 9B mathematics class the problem of bookkeeping, collecting, disbursing and working out the details of the Student Council finances. This demands from those in that mathematics class accuracy, honesty, alertness, and power in the use of business arithmetic. Thus we have put into our mathematics curriculum the functional activity of the financial aspect of the Student League, which is a meaningful and worthwhile experience for those in mathematics.

Let us look at the functions of the Excursion Committee. The Excursion Committee is composed of a representative from each social studies class, one Student Council member, and a teacher-adviser, and is under the direction of the Student League. The Excursion Committee receives request for excursions from the various classes on the days which have been assigned for those class excursions. They make decisions between conflicting requests, make contacts with the place to be visited, make the needed assessment for the excursion if transportation is involved, and send a letter of appreciation after the excursion has been held. Here again we find an activity in finance which requires planning, execution and appraisal. Therefore we have put into the mathematics class this activity of collection and managing the excursion accounts. It not only has the function of providing a worth-while activity for the students but also keeps the students informed as to the actual cost of our excursions. Every time an excursion fails to pay for itself, the class carefully checks to see what were the contributing factors in planning which led to this deficit. At the end of the semester all excursion accounts must check and balance and a permanent record is made so that the next excursion committee can use this past experiment as a basis for future planning. Each semester witnesses greater efficiency in the handling of this project.

Then there is another activity which involves finance and bookkeeping but has much more to offer as a learning experience to those participating, and that is the control of the Tappan School bus fund. Through the coöperation of the Tappan P.-T. A. we purchased a school bus for about nineteen hundred dollars. We were able to pay, through various donations, approximately eleven hundred dollars, and were required to borrow the remainder at four per cent interest. The bus was the outgrowth of the endeavors on the part of the students and parents for several years to obtain safe and satisfactory transportation facilities to our experimental camp and on our excursions. Now the traditional thing would be to handle the expense account of this bus in the office. It would be easier and more simply done. However we have turned this whole activity over to the ninth grade mathematics class as a worthwhile experience in something real.

First, they had to determine a rate of mileage charge which would take care of depreciation, interest, and operating expenses. Second, they had the experience of handling the

personal account of an employee, the bus driver. Third, they had the experience of buying accessories for this bus. Fourth, they soon realized that the bus would not run forever and that they must plan for replacement within about ten years. This class has had, we believe, one of the widest experiences in business mathematics that any class could offer. They had to establish a bookkeeping system, as the other classes had to do. They did not start with a system, but they developed a system to fit their needs, just as any business firm would do. They began by going to the central office, which has charge of the internal accounts, and studying the type of system in use there. Then they decided which parts of this central bookkeeping system were or were not essential to their problem, and from this they developed a bookkeeping system which gives us the basis for making rental charges to other schools and to the excursion committee, and an accurate picture of the status of this account at all times. From the eight hundred dollar balance of three years ago these mathematics classes have seen their planning function to the extent that this spring we will pass out of the debt column and begin the experience of setting up a sinking fund for the replacement.

We do not wish to dwell too long upon these details, but it may be interesting to you to know that we have placed in our mathematics curriculum every financial account which we have any connection with in our school program. All of our fees, book rentals, parties, candy sales, and other things which have finance as one of their factors are checked and handled through our mathematics classes. Thus it is not an exaggeration when I tell you that occasionally I walk into these mathematics classes and see the students actually counting amounts which run into one, two, and three hundred dollars. It is true that the students at Tappan Junior High School are becoming more and more aware of the collection and disbursement of all funds, and are having the experience of participating in an activity which has in it meaningfulness and social values for life itself.

One of our classes has this year handled, balanced, and supervised over seventeen hundred dollars, another over one thousand. It is interesting to see these students go about the building or come into the office with a record of these accounts, and question certain expenditures. An administrator who wishes to provide this type of student participation must be willing to accept questioning on the part of the students as to

the disbursement and the collection of certain fees. This on the surface may seem too great a price to pay for this curriculum development, but it places the administration in a favorable position with the student body when they realize that everything is open and above board. Therefore our mathematics curriculum in the ninth grade has passed from the era in which students were doing problems in order to develop skills in mathematics. It is a curriculum which is centered about activities which demand skills, attitudes, and ideals. It is most interesting to see these students developing a social attitude which is alert to possible savings which can be passed on to students in this or that way. It amuses the wholesale candy men to have the students call and order the candy and to tell them which candy is and which is not the best seller, and which candy is and which is not of a quality suitable to offer for sale at our candy counter. The curriculum is then centered about student participation and socialization after the curriculum is built.

We have acquired through student and faculty coöperation about 258 acres of land in the northern part of our state. It was wild and undeveloped. The details of this development would be too long for this discussion, but we wish to mention the students' part. They planned, developed, and named the site. Each trip, which lasts three or four days, must be carefully organized or the entire group suffers. Coöperation must exist or they will be unable to live together for the period during which they are more than 180 miles from home and eight miles from the nearest town. Each season has witnessed an increase in the efficiency of planning and the execution of these trips. The first means of transportation, which was an old truck has been replaced by a new school bus, owned and controlled by the P.-T. A. and the student body combined. Every step of the project has been one of coöperation with parents, teachers, and students by the Lake Council in control. They had to coöperate and socialize the project in order to succeed. When trips have failed, they were quick to appraise the factors which led to failure. When finance or support of some enterprise failed the social studies and mathematics classes appraised the steps of planning and executing in order to find the reasons. To-day they are proud of the Wilderness Lake project because it represents their work and endeavor.

Another type of participation reveals what students do in integrating a project in the school program. Last October the

Little Theater Council looked over several plays for a major school production in January. They selected "The Prince and the Pauper." This selection worried many of us on the staff. It was an ambitious undertaking for junior high-school students and they were to have complete control.

First they set up the divisions of work, such as costumes, make-up, publicity, etc., and delegated them to classes and groups. The group which was to select the actors first set up certain qualifications for each part and then considered individuals for the parts on the basis of need of the play and the need of the student. To our surprise they found a 7B boy and a 9A boy who closely resembled each other for the leads. The problems increased as the production developed. They had to choose between making money and providing all those interested with good entertainment. After much discussion they decided that profit was not the important thing.

The costume group were unable to get their ideas of dress across to those who were to make them. Finally they called in the art class to draw and paint plates which those making the costumes could follow. Teachers as well as students were selected and assigned duties. These assignments were made by the administration after the committee had presented a plan which seemed workable.

To us the most significant thing about all the integrating, socializing, and educational factors was the final decision of the student group. They decided that in as much as everyone who helped was important to the final production, all should receive credit. Rather than preparing a long list of names of directors, actors, stage hands and others who assisted, the group eliminated all names from the program and put in place of them this statement: "Presented by the students, faculty, and parents of Tappan Junior High School."

We hope that this discussion has not been boring because we have attempted to give some of the details of student participation. There are many things which need improvement and changing. However we are making a sincere attempt to help the student learn through reality. You will find the student being allowed to supervise the cafeteria in planning teas, luncheons and parties, assisting in the library in selection of books and working procedures, handling discipline cases, and actually learning democracy by living in a democratic system.

In conclusion we wish to give one example of the effect of this upon the student morale. A month ago a student came to

the office and made an appointment for a group who had a problem. On the day of the appointment a group of boys and girls came into the office and presented their problem. There appeared to them a conflict in an administration procedure and the students' desires. The fact that the students felt free to question our actions was gratifying to us, but the most significant thing was the statement by the leader of the group, who said, "You know we operate here in Tappan on the principle you and your faculty have convinced us is right, and that is the greatest good for the greatest number. We represent the students and our request is for their good." This type of thinking is bound to change any school's program. Upon this basis we hope to continue, and experience has taught us that student participation is essential to a democratic school system.

CURRICULUM INNOVATIONS IN THE JUNIOR HIGH SCHOOL

R. D. LINDQUIST

Principal, University High School, Columbus, Ohio

The term curriculum innovations as used here applies to changes in the character of the school experiences through which the junior high-school children are educated. The term therefore covers changes in both method and content. The maintenance of a dichotomy by dealing separately with these aspects of learning experiences has seriously plagued us too much and too long.

The learning experiences in the junior high school are gradually coming more into line with the ascertained needs of twelve, thirteen and fourteen year old children. This is a hopeful sign and indicates that we are being driven less by our preconceptions of a prior judgment concerning the organization of the junior high school and that we are taking a more common sense point of view that grows out of experience with children of this age group.

Some of the bizarre practices based upon what we choose to call the junior high school idea are passing out. The idea that exploration should be vocational exploration, the idea of specialization, the old idea of guidance as disassociated from teaching, the idea that it is a "young high school"—these things are gradually giving way to a broader and more flexible type of exploration, to a single teacher directing many of the child's

experiences, to continued required work in English, social science, science, mathematics, and arithmetic, to a functionalizing of the subject matter in the several subject areas, to a simpler type of school organization resembling more the elementary school than the highly compartmentalized senior high school.

At the University School of Ohio State University we have an organization of class teachers throughout the school. Their functions naturally differ somewhat in the junior high school from what they are in the elementary school, and in the senior high school from what they are in either of the other two. In the junior high school the class teacher has the following responsibilities:

1. To direct the learning activities of a group of thirty-five or forty children called a class. Some of these activities she has charge of directly as, for instance, in the hour and a half unified studies period, in which English social studies and science are taught. Others she has control over directly as in advising the child about the use of his unscheduled time and in conferring with his other teachers concerning modifications in his work in mathematics, physical education, art, music, typewriting, etc.
2. To supervise what is called a "continuation period", i.e., a period or two during the day which to begin with is unassigned time. The child reports to the home room during these periods and plans, together with the teacher, how to use his time. He may decide to remain there for work or he may decide to work in the art room, or shop, or music studio, or science laboratory, or typewriting room or library.
3. To direct the work of the group of teachers who work together as the unified studies staff. These may number two or three and for short times even more.
4. To help the child to see his various activities in relation to each other and as parts of a whole.
5. To assemble, edit and forward to parents periodic and special reports of the child's progress in each of his school activities.
6. To call and conduct parents' meetings and to confer with individual parents concerning their children.
7. To supervise social activities of the class held under school auspices.

Class teachers carry two-thirds or three-fourths of a regular teaching load in terms of classes. They meet as a group

under the chairmanship of the assistant director of the school to work out policies, procedures, schedules, etc. They are selected because of experience, sensitivity to child needs, good judgment, emotional stability, love for the work, etc. They stay with one class for at least two years. We are considering extending the period to three years. Certain general school policies which are conducive to the smoother working of such a plan are:

1. The individualization of instruction in art, industrial art, music, typewriting. These are areas in which no school courses are offered which may be attacked class-wise. Children from any grade may be assigned to any of these areas for any period and for varying lengths of time by arrangement with the teacher in charge of the area.
 2. The unscheduled time of pupils in the above areas comes as a rule during the unified studies period at the beginning of the day and they are drawn into the work of the unified studies by invitation of the class teacher or upon their own initiative.
 3. Teachers are accustomed to writing the essay type of progress reports.
 4. Clerical help sufficient to typewrite such reports is available.
 5. The pupil-teacher ratio is low enough to leave time for the many teacher conferences necessary to carrying on such a coöperative program.
 6. The school librarian considers herself an assistant teacher to help in the use of book materials.
 7. The central office is willing to delegate to class teachers responsibility for programming and for making changes in programs, providing they can make the necessary arrangements with other teachers.
- Some of the advantages which we see in the plan are:
1. More continuous, intelligent and sympathetic direction of the junior high-school pupils' learning experiences.
 2. A better balanced, less scattered and distracting program of activities.
 3. Growth in powers of self-direction because the child is constantly having to plan his time under teacher guidance.
 4. Greater flexibility in time divisions, making possible continued work over a period upon work in which this is an advantage.
 5. Units of work in which subject specialists function as

contributors and in which specialized subject matter becomes functional and meaningful.

6. A reduction in the amount of useless record keeping.
7. A better coördination of home and school influences.
8. A much more extensive use of such areas as music, art, etc.

Some of the difficulties encountered are:

1. The difficulty in finding time to give all the guidance that is called for.
2. Giving the child a substitute for the security he felt from digesting a single book and from working a definite score on a text given to all children and from having it recorded that he had completed a standard unit of work.
3. Finding time for the great deal of group planning by teachers that is required by such a plan.
4. Evaluating the results of what we have done.

EVALUATING THE ADDRESSES OF MESSRS. VREDEVOOGD, BROOKS, AND LINDQUIST

CHARLES FORREST ALLEN

Supervisor of Secondary Education, Little Rock, Arkansas

It is difficult in a few minutes to evaluate properly the thoughtful papers you have just heard. Not all change means progress; but all progress requires change. Dr. Overholtzer once well said that changes in the curriculum "sometimes disturb those who are too snug and complacent". On the other hand there are many "would-be-searchers-of-research" who had better hold fast to that which has proved good. Schools having qualified leadership and other reasonable facilities should experiment to the extent that local conditions will justify; but haphazard experimentation is probably more likely to do harm than good. A majority of schools may more safely follow than lead. This conclusion Mr. Vredevoogd has aptly suggested when he stated that it is easier to accept a philosophy than to apply it.

I. Providing Means for Student Participation Through the Curriculum, by L. E. Vredevoogd.

Mr. Vredevoogd has based both his theory and his procedure on the well accepted practice of learning to do by doing. Probably no better functioning of a course in mathematics can be found anywhere than the one he has explained to you. The stimulus both for effort and for accuracy is a worthy one.

Without a well organized and functioning system of extra-curriculum activities, such innovations as he described would not likely have been introduced into the Tappan Junior High-School curriculum. However, few schools should attempt to adopt his program without first having adapted it. While his ultra-liberal plan of student participation no doubt is functioning successfully under his leadership, it may not function so well should the plan be inherited by a less dynamic personality than the principal at Tappan.

I recall working in a boys' reformatory school on the west coast where I went to study "student self-government". The plan worked well there till the governing council dismissed themselves and several other inmates. A certain high school in the North Central group states likewise at one time had a well functioning student organization. So well did it function that the faculty could go visiting while the students held forth. The plan worked—till the crisis occurred. Soon thereafter the principal was seeking another position. I know two high-school graduates (boys) who spent two months viewing western scenery on money fraudulently obtained through ticket sales, advertisements, and otherwise, which frauds they carefully concealed for several years. Probably you, too, have personal knowledge of many such incidents.

For centuries society has found it wise to place safeguards and limitations to the authority granted its youthful members. I know a parent who boasts she leaves money convenient for her boy to find, or take, to prove to herself he is honest. Is it fair thus to tempt a youth? Rousseau may have permitted Emile to sit in his window where Emile would have fallen only one story and onto soft ground; but could he have taken that risk from a city sky-scraper with concrete walks to cushion the fall? I may be wrong, but I believe that "student participation" in government is terminology connoting much significance.

As a matter of fact, Mr. Vredevoogd tells us his figuring and calculating of his school finances and his budgeting is done by a ninth grade class—under supervision of a teacher, we hope. Likewise, his excursions and other extra-curriculum activities have some kind of sponsorship. To what extent his plan may be *adopted* without being *adapted* will depend largely upon the enthusiasm, preparation, and good "horse sense" of those responsible for the program in the school concerned. It is probably a safe conclusion that a majority of secondary

schools can profit by adapting and providing more of the kind of program carried on in the Tappan Junior High School.

II. *Curriculum Innovations on the Junior High Level*, by Harold B. Brooks.

The chief value of such a paper as the one read by Mr. Brooks is that it tells us WHY and WHAT his innovations are rather than theorize on what should be done. We can see his program beginning and how it continues to grow. He did not start wondering and wandering; but he began by thinking and planning, and he realized the effectiveness of coöperative planning. He and his co-workers determined the product desired before they began molding its form. His plan of careful experimentation based upon the best judgments he could marshall gave reasonable assurance of probable success, and accordingly the pupil became "our" child instead of "his" child.

His conclusion that "courses of study are indispensable" coincides with the assumption that few teachers have time or ability to do much original thinking and planning. His procedures for accomplishing his first "major growth strand", "fitness of mind and body", suggests a welcome relief from programs directed toward competitive athletics by so-called physical education departments in many schools.

In keeping with his stated theory that the curriculum is the total experience of the pupils, his guidance work deals directly with activities in which they are engaging. Here, and now, he builds the basic foundation of those habits, attitudes, and ideals that will more safely guide the pupils toward the "implied goals" tentatively determined.

III.

Mr. Lindquist has given us an interesting account of one of the leading centers of experimental procedures in formulating educational theories and practices. Repetition of his portrayal is unnecessary. May we warn those interested, as we have previously urged, that not every school with its local limitations can do all the things found possible in a university demonstration school with its favorable conditions and specialized directors aided by competent teachers.

Probably Mr. Lindquist would not advise adopting his plans and procedures without much adapting for local needs. In the original Dewey Demonstration School at the University of Chicago, Mr. Dewey declared that departmentalization in the more advanced grades was necessary to secure competent

teachers, no one teacher being able to teach everything. On the other extreme Mr. Lindquist and his coworkers would urge "continuous reconstruction of experiences", which plan is "opposed to all forms of compartmentalization". Surely such a program as he recommends must have in mind a longer period of "general" training before "specialization" begins. Undoubtedly specialization must begin some place and sometime. Anyhow I prefer a specialized surgeon to remove my appendix rather than risk one trained only through "general education" courses. Furthermore, I wonder what the poor, or the "average" teacher will do with so indefinite objectives, or lack of objectives, to stimulate and guide his uncertain procedures.

The Ohio Research Bulletin, May 15, 1935, p. 125 says, "Specific achievement in scholastic fields is not attempted"; attain freedom in thinking, choosing, planning, and doing and to accept philosophically the concomitant responsibilities and but on same page says, "This school intends to help children to inevitable necessities." This is a fine theory that is probably possible under a system so well sponsored by such competent educators; but for schools by and large, I fear these high sounding terminologies are quite as confusing as they are helpful.

This evaluation may be inadequate and even unfair for the reason it is based chiefly on the Ohio University, May Bulletin, 1935, which Mr. Lindquist said was to be the chief source of his address. The bulletin deals more with the elementary school than with the secondary division.

However, I do not want to be misunderstood. There is much sound educational practice in the procedures at the Ohio University Demonstration School. I doubt not that their pupils will rank higher in social and civic efficiency than will those of most other schools; but I am not sure but that with such expert guidance other schools could do about as well under other plans.

FOURTH GENERAL SESSION

Wednesday, March 2, 1:40 P. M.

Submarine Grill, Hotel Traymore

Principal K. J. Clark of Murphy High School, Mobile, Alabama, and member of the Executive Committee of the Department of Secondary-School Principals, opened the session by introducing Principal T. Bayard Beatty of Radnor Township High School, Wayne, Pennsylvania.

WHICH OF OUR HIGH-SCHOOL GRADUATES ARE QUALIFIED FOR COLLEGE?

T. BAYARD BEATTY

Principal, Radnor Township High School, Wayne, Pennsylvania

It has been but four years since our former State Superintendent, James N. Rule, issued a request which in the Royal World is known as a "command performance". Every secondary school within the state of Pennsylvania was asked to make every effort to keep the secondary-school population within the school, so that the unemployed might secure the few available jobs for their families who were in dire need. To this task every secondary-school principal lent his heartiest support, and boys and girls who were once urged to leave our doors, by our academic and book-minded teachers who found them fit only for "failure", remained with us. Scores of truant cases were re-opened, some willing teachers applied a new set of tactics, and new devices were found whereby some of the waiting-to-get-out thousands were put to project working—units associated with problems of everyday living. Instruction through moving pictures was provided for the eye-minded and non-academic, and once over the early adolescent period they remain with us still.

To-day in many systems, adapted courses have been provided in commercial fields, in wood and metal shop, in citizenship, in social living, etc. These boys and girls are now going into society equipped to provide a better home for themselves, with a higher regard for practical citizenship than they would have had had they gone into shops, stores, or into the alleys of their communities. All of us can point to individuals who now graduate with a fine sense of responsibility, moving with an assurance, three years ago, unknown to them.

All of the secondary-school men present will recall the tensions created when these slow moving, poor reading, indifferent, truant cases were come upon us; now, where is the teacher who does not count the gain great, indeed! Once we could not tolerate the two types in the same classroom situation. Now that occurs quite commonly. True, different types of instruction, two types of marking, have come into being, each based upon what the teacher knows or thinks he knows the pupil's ability to be. Now it is the teacher's task to challenge that latent ability, find the pupil's interest, and build upon it a desire for some wholesome experience in which he catches the infection characterizing true education whether on the level of the one who would be a good citizen and college student or on the level of one who would be a good citizen and truck driver.

That the secondary-school standards suffered, there is no doubt when judged solely in terms of the traditional secondary school set-up. But concern regarding this problem brought its gain. Education to-day is looked upon as self-education and it is therefore, self-sought, not altogether a regurgitation, as once characterized the lecture recitation procedure. The log, the teacher, and the student are again the ideal situation, for the teacher's first task is to arouse and fire the interest of the student. This interest is woven by the skill of the teacher, into the student's life plan and a major education operation has been performed. This change has been rendered possible through the "command performance" that we find a way to fit youth for living before leaving.

I have seen a mathematics class of thirty slow thinkers working on individual assignments from many books and many sources, some in masonry, some in simple accounting, some in a review of fundamentals, each working at his own rate and upon assignments fitted to his and her ability and educational plan. I have seen college preparatory mathematics, classes in algebra, geometry and trigonometry at work under a teacher who once said, "mathematics must be presented en masse and very little deviation from the group can be allowed". Then, after three years, I have seen this same teacher present all her work on an individual basis, some students doing their work in three, four and five periods per week, while others did the same in two or three periods per week. This procedure culminated in one mathematics student taking to college, credits in calculus, college algebra, and analytical geometry.

I cite these illustrations to show how successful may become our individualized courses when teachers become willing and the school organization remains flexible. Again we see the teacher, the student and the log situation, long since lost to the sight of many of us because of the great numbers enrolled in our secondary-school classes.

The solution to this, the over-crowding problem, is not easy for there is a real teacher problem. Now it has become necessary for the teacher "to learn the pupil before he can teach him." To over-worked teachers this does impose a responsibility and a burden. But the good teacher accepts the problem as one to be tackled and solved, so he starts, first learning the student, his past experiences, his present abilities and his future program, and with this equipment he is doubly prepared. Here is seen teacher training in service at its very best and the performance is delightful to behold.

Last, but by no means least, there is the graduation problem for the secondary school. The pupils detained in the schools do call for a modification of standards for graduation for some, and therefore, parents and, perhaps, colleges think the standards are lowered for all. This alarms parents and they write to college authorities, to state departments, making inquiries as to the school's standards and its ranking. Some patrons in fear, or in pride, or for prestige, remove their sons and daughters and place them where they may be given the treatment they and their forefathers received in "Ye good old days".

We are met here to-day to prevent, if possible, any misunderstanding on the part of the college concerning the lowering of standards that might prove a handicap to the secondary school. The college must not lose faith in the integrity of the secondary school and its product. To this end we are met and out of these conferences to-day we hope to see grow, a better understanding, a growth in mutual confidence, that no disgruntled patron may shake.

Section 1414 of Act. No. 478, passed by the recent legislature and approved July 1, 1937, reads as follows: "The term 'compulsory school age' as hereinafter used, shall mean the period of a child's life from the time the child's parents elect to have the said child enter school which shall be not later than at the age of eight years until the age of seventeen years during the school year one thousand nine hundred thirty-eight-one thousand nine hundred thirty-nine (1938-1939) and there-

after until the age of eighteen years. Provided that any child past sixteen years of age who holds a certificate of graduation from a regularly accredited senior high school or any child who prior to the effective date of this act has left school and is legally employed shall not be subject to the provisions of this section."

I presented a paper at Bucknell, October 16th on Guidance and the Gap between the Secondary School and College,—in the general discussion which followed, much concern was expressed about the equipment, the techniques, and the personnel necessary to "make the adjustments so that all students can profit by their school experience and graduate." Your speaker was asked from the floor that special attention be called to the problems confronting the majority of the secondary schools.

I see three phases to this problem; first, few school systems throughout the state have the facilities to retain or to detain these seventeen and eighteen year-olds with profit to each individual. Favored, indeed, are those systems which have courses where in pupils may alternate their school work with some type of industrial apprenticeship. The smaller schools, and they are in greatest number, will need to be provided with some specialized equipment to make them more profitable to the community and to the state. And second, where will the school authorities find the teachers who are qualified to work with this type of pupil? Few, indeed, are the specialists that can cope with the truant, the shiftless, the very slow and the below normal types. That some way, some solution will be found, I have no doubt, but many are to-day wondering where to turn in the face of this new "command performance".

My next concern here and now is that tied up with graduation. Secondary-school men have been thinking and discussing, more or less under cover, how to cope with the wide variations in types and standards presenting themselves as individuals for graduation. Here again patrons note the candidates in cap and gown, in tuxedo and commencement dress and ask "why so?"

In some groups it has been suggested that one diploma be granted to all who are prepared for college, another to those prepared in the commercial field, another for those prepared in industrial arts and home economics and still another for those in general citizenship. These schools prefer having but one document and they desire it to be labeled "a diploma". Other schools prefer two documents, granting a diploma to

those completing the academic course, all other receiving a so-called certificate. Personally, I fear that if these two are offered, the academic tag will remain attached to the diploma, whereas the stigma of physical labor will be detected in the certificate.

Are we on the verge of issuing two types of graduation papers, one for the academic student and the other for the industrial student, or is there another possibility? Shall we issue one diploma for all and individualize by supplementing it with a statement in some detail showing the training and preparation leading up to such an award?

Maybe, "we are walking backward into the future", afraid to face the time and its real issue, namely, that education is one continuing process from the infancy to the end or the fulfillment of life and that these artificial stoppings called commencements with their diplomas and caps and gowns, suggest a completion of what should be a life-long experience. Maybe the custom of commencements is "one more honored in the breach, than in the observance;" who knows? I, at least, wonder!

I have dwelt thus long on what has been happening within the secondary-school walls since 1930, that there might be a common understanding. During the coming years our secondary schools face a more highly intensified problem—what to do with the non-academic adolescent. On the other hand, the student who is college bent need not be drawn down to the non-academic pupil's level, for, as we must learn what to do with the non-academic individual, so also must we learn to recognize the varied needs of the individual in the academic program. It is not only the non-academic program that must be reorganized, but also the college preparatory, so that the students will come to the college with a greater variety of experience, a maturity and a greater ability to make generalizations and reach logical conclusions denied students of ten years ago.

What kind of colleges do we have into which to fit these widely trained and widely differing student products? There is the religious college, restricting its student body largely to its own church; there is the state university where every father thinks he has a right to send his son; there is the conservative college requiring much mathematics and much dead language; there is the so-called "goose step" college where all follow one mold; and finally there is the college where individuals

count and where each student's individuality is sacred; here the college strives to find out and develop the spark within. Then there are colleges that partake of each and all of the above characteristics.

Into these colleges the secondary school must fit the following types of students: First, there is the student by birth—or the student in spite of himself, his parents or his community; then there is "the book worm" student, frequently called the "teacher's dream", or "the answer to a teacher's prayer"; this student does everything expected of him and saves the teacher's face; then there is the son-of-a-gentleman student who must needs go to college to associate with his father's friends and business associates; there is the press-athletic-student who aspires and fails to find college what the press said it was. Then there is the family pet student who comes up through the secondary school, "on flowery beds of ease", since father and mother will not have their prodigy work as hard as they did, so a "white collar job" must be their goal. There is present, too, the social climber with an average I. Q. of 93 who wants to enter Bryn Mawr but she eventually lands in some so-called junior college and graduates in two years or finally lands in the so-called country club college. Again and again, the "dumb dora" type looms up before us, who, acting upon the advice of a friend, transfers from the general course that was preparing her to make her own clothing and seeing to it that her future husband and children might eat proper food, moves to the colleges course and dances her way into matrimony. Once in a while there is the type who suddenly comes to life through adversity or sudden shock, shifting from a seventy per cent pupil to an eighty-five per cent student.

Every conscientious secondary-school principal and headmaster who has been in the profession several years, knows pretty accurately what type of student each college, university or technical school desires and he knows rather accurately what type graduate emerges from the college in question. So that the faculty and the principal or headmaster, if allowed perfect freedom and if given double assurance that their recommendations and personal letters would be held in the strictest confidence, could honestly direct students toward and away from each college in turn.

But because of pressure, on the part of parents, friends, and other pressure groups, principals and headmasters are led to make veiled inference, state half truths, and avoid nega-

tives entirely. On the other hand, the college admission's officer is prevailed upon in the same way and many are accepted that should have been rejected and many rejected that should have been accepted.

How then can we know whom to recommend and whom to reject?

No one has put this more succinctly than Ben. D. Wood in the July, 1934 issue of the *Bulletin of the American Association of Collegiate Registrars*, when he says, "The only possible way of improving college admission, or the general process of guidance of which it should be a part, is to improve the quality and accuracy, and increase the extent, of the information which we have concerning students as growing individuals throughout their whole educational careers, with special emphasis on their pre-college careers."

And even at the risk of becoming tedious through repetition, I must repeat what I reported here at a session of the P. S. E. A., last December. If the success of our students is being measured on the following criteria, even though on a tentative set-up, under the direction of Dr. Ralph Tyler, it ought to provide secondary-school men and headmasters with certain "leads" that indicate what to prepare for.

- I. First evidence of intellectual competence is required in the form of:
 1. Academic achievement
 2. Intellectual curiosity and drive
 3. Scientific approach
 4. Study skills and habits
- II. Evidence of cultural development; use of leisure time, appreciative and creative.
 1. In the arts
 2. Nature studies
 3. Athletic and sports
 4. Publications
 5. Management
 6. Forensics
 7. Movies
 8. Social Activities
 9. Social Service and church work
 - 10. Hobbies
- III. Practical competence, common sense and judgment.
 1. Financial competence
 2. Ability to obtain a job and keep a job.

3. Environmental adjustment

4. Judgment in distributing time

IV. Philosophy of life (personal pattern of goals)

1. Vocational objective

2. Philosophical objective—Reasons for selecting particular college

*Religious attitudes***V. Character traits (patterns of behavior)**

Integrity, responsibility, initiative, etc.

VI. Emotional balance (including mental health)

1. General factors, worry, self-control, sense of humor.

2. Family relationships—normal or broken home, attitude toward parents

3. Sex adjustments—a. Attitude: curiosity, b. Understanding of, or desire to understand physiological implications.

4. Religious adjustment

VII. Social fitness

1. Ability to make and keep friends

2. Poise and manner; maturity

3. Social accomplishments

4. Appearance; taste in dress, grooming

VIII. Sensitivity to social problems

1. Concern about campus issues

2. Awareness of contemporary problems

3. Ability to criticize intelligently

4. Willingness to assume responsibilities of citizenship; to make personal sacrifices.

IX. Physical Fitness

1. Health habits

2. Sports engaged in

If success in college can be determined by these nine criteria, then evidence that our students rate well up in these fields ought to win for them consideration by the college admissions officers.

And strange as it may seem, practically all of the forms studied by our committee and analyzed by Mr. Gladfelter, call for just such evidence as listed above and which our Principal's Association stands ready to provide. Last December I reported the following, resulting from a questionnaire sent to a representative list of secondary-school principals.

1. All expect to submit a list of subjects taken, giving teacher's marks received.
2. All expect to submit the student's numerical rank in class.
3. Most expect to submit a record of objective tests taken and scores received.
4. Most expect to submit the record of intelligence tests taken.
5. Most expect to submit some outstanding social and personality traits as estimated by five or more members of the faculty.
6. Some expect to summarize anecdotal evidence into a paragraph or two.
7. All expect to submit a record of unusual accomplishments.
8. All expect to submit a record of the student's major characteristics.
9. All expect to submit a record of the student's major handicaps, such as lack of application, lack of perseverance, etc.
10. All expect to report special distinctions or honors received.
11. Most principals will report any evidence of creativeness, poise, civic concern, etc.
12. Most principals are willing to submit this personnel data in duplicate for the use of the dean, for placement and guidance.

Thus you will see that most of us are expecting to submit, and many have been submitting evidence bearing on the aforementioned nine criteria being used to determine possible success in college.

The principals are eager to adapt their offerings to prospective students and no principal can know any college too intimately, for the college personality is so very intangible. To this end, secondary-school principals desire from the colleges the following:

1. Some check back on the personality trait list submitted, particularly on those points at which college experience seems to disclose a discrepancy between the rating of the school and the rating of the college.
2. In connection with marks achieved in college, we need any record of specific weaknesses or strengths, that might enable the secondary school to revise its courses or provide further enrichment.
3. Any knowledge from the dean regarding the student's inability or ability to budget his time, ability to take notes, ability to make reports, power to analysis and ability to generalize, would assist the guidance department.

4. Any evidence of the student's reading ability; his lack of experience, or evidence of maturity, would materially improve the school's future directing of applicants.

All secondary-school men, principals, and headmasters, desire some report indicating why students were rejected, or accepted, and some would like to know whether they remain for graduation.

Many desire the scholastic record by the end of the first semester, some prefer it at the end of the year. But all desire a first year's report. Here, I would like to go one step further and ask whether we ought not to receive more than the scholastic record. To do the very best kind of guidance and in order to give the colleges the best they deserve, we must receive evidence from the college of a much more personal character. Then we can guide to your doors what you as college authorities want and we can turn away from your files, the applications of hundreds of misfits yearly.

Secondary-school administrators everywhere stand ready to submit much more ready personal material by way of evidence, when we are certain that this information is held in strictest confidence.

At a recent session of suburban principals, displeasure was openly voiced, for it appears that what some principals thought was given in strict confidence and for the best interests of the college, was shown either to the applicant himself or to his sponsor, and the principal and his school "lost face" in his community.

On the other hand, some colleges have lost faith in certain principals and headmasters because of over praise, through a too subjective estimate of a coöperative student. But maybe, if the college in turn, reported back to the school more than the student's poor marks, the error might have been corrected and the school man politely rebuked. Again I return to the statement made earlier in this paper, that the major items of our reportings to the colleges must be based on objective evidence; and just as soon as the subjective element is eliminated the matter of adjustment will be greatly simplified.

In conclusion, I would say: First, the secondary school must know what each college represents, its requirements, its policies, its personnel, and in general, its personality.

Second, the faculty and the principal or headmaster must know what each student achieves in relation to his ability.

Third, the college authorities and the secondary-school authorities must respect all information as valid, since it is based on evidence; some evidence may be submitted, other types may be available if desired.

Fourth, the college must actively participate in the matter of guidance, regarding the student's higher education as just another step in the educational process. They must build upon the experiences of the school. Would it be asking too much of colleges to have them do what has been done in a few cases for several of our students, when the admission's officer said, "These are the opportunities we offer you in your freshman year; discuss this program with your principal and submit your choices to us"?

When a college places a student in mathematics a year and a half or two years beyond his preparation, there is valid cause for complaint; this neglect is almost criminal and could have been avoided with closer coöperation with the secondary school. But, on the other hand, when a college takes a student where he is and sends him on from there, we have a type of intelligent guidance that makes for perfect confidence. I must refer again to the case cited earlier, for here was a boy who was allowed to go ahead in mathematics and was advanced into junior year in mathematics, with this personal comment from the head of the mathematics department, "My young man, by the time you have your B.S. from this school you will have done all of the mathematics we require for your Ph.D."

And finally, to the extent that the colleges are willing to practice guidance within their groups, the secondary schools are released and can send them candidates able to go beyond their expectations in practice and achievement. And to that extent will they be able to lower or adapt their standards to the new type student making application for entrance.

Personally, I look forward to the day when the relations between secondary schools and colleges are so professional and so intimate that no student will be recommended to take any course in any college which he will not pursue with profit, both to himself and to the college, and the secondary-school faculty will assume that responsibility.

I have answered my assignment, WHICH OF OUR HIGH-SCHOOL GRADUATES ARE QUALIFIED FOR COLLEGE? by inference, by direct and by negative statement; maybe YOU think by Magnificent Evasion!

THE KANSAS PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION

DALE ZELLER

State Curriculum Director

The coöperative state-wide program for the improvement of instruction in Kansas is in the second year of its intensive phase. This program is sponsored and financed by the Kansas State Teachers Association, the State Department of Education, assisted by consultants furnished by the Department of Field Studies and Surveys of George Peabody College, which is financed by the General Education Board. While the intensive phase of the program is planned for a period of five years it is hoped that this intensive phase will develop by nurture and guidance into a continuing program which can be carried forward by the State Department of Education with reasonable effort and expense at a regular rate of progress in the directions developed during the five-year program. At all times the purpose of the program is to aid the state of Kansas in providing more effective education for the children of Kansas.

The program for the two years has included a teacher program, a lay program, and a legislative program. In its intensive phase the program has for its objective the improvement of instruction in all of the aspects which affect the experiences of children under the guidance of the school. The points at which improvement is needed and the methods used to improve instruction at these points are arrived at through the conclusions of teachers, administrators, parents, and laymen, who have studied the needs of instruction in Kansas and who are interested enough in improvement to join in a coöperative plan for improvement. The Kansas program as planned has three differentiating characteristics: (1) That it shall grow from the grass roots, (2) That it shall be evolutionary in character, and (3) That it shall proceed at a pace that those who are participants can take and are willing to take.

For two summers committees from Kansas have worked in the curriculum laboratory at Peabody College preparing materials and suggestions for carrying forward the work. The first year was a study program; therefore study bulletins were prepared for teacher and lay groups. These bulletins were planned to present important issues of education to Kansas people through the discussion method and on the basis of democratic discussion to evolve group plans for doing something about the issues presented.

Kansas has no highly centralized system of education; therefore participation was placed on a voluntary basis and with no fixed pattern of organization predetermined. Administrators in the state volunteered to sponsor study centers. These centers range in size from 3-county organizations to 20-county organizations, while a few of the larger cities have city-wide organizations. The leaders of these centers are the steering committee for the state. At center meetings small local groups were organized for study, leaders were selected, plans made, and materials distributed. During the first year these small local groups under the direction of a chosen leader studied the materials prepared on the issues of education in Kansas.

This method of solving educational problems through the democratic method of discussion is as important a part of the program as the contemplated modification in classroom procedures and materials. Since the vital educational issues in Kansas are not in separate compartments for rural teachers, elementary teachers, and secondary-school teachers, but are common problems for lay and professional groups, these first year study groups were composed of a cross-section of the teachers of the state whenever such organization was possible. This meant that in each study group rural teachers, elementary-school teachers, secondary-school teachers, junior-college teachers, and administrators were participants. At the close of the year's work each study group made a report to its center who in turn compiled a center report for the state office. This report included: (1) A statement of group opinion in regard to the issues studied, and (2) A statement of reaction to suggestive steps in the second year's program. On the basis of the group opinion expressed about the educational issues in Kansas objectives were planned for the second year's program.

Materials were developed for this phase of the program during the second summer's work in the curriculum laboratory. Among the questions asked in the summary report from local groups two were especially pertinent in developing objectives for the second year's program. These questions were: "Are there areas of social life in which Kansas should be educating and in which she is failing to provide adequate educational opportunity? If so, what are they?" The answer to the first question was a unanimous "yes". A list of several pages of suggestions was made in answer to the second question. As a result of this report the committee planned to prepare ma-

terials and suggestions for giving educational experience to children in the public schools in some of the social areas that the teachers of the state listed as important. This became the objective of the second year's program. Fifteen problems in thirteen areas of social life were selected in which to develop exploratory materials. In addition the committee presented the group thinking of the state in regard to the point of view of education, the aims of education, organizing instruction, and the scope and sequence of the curriculum for reconsideration of the study groups. These materials were published in *Bulletin No. 3* of the state-wide program for the improvement of instruction in Kansas.

The important emphasis for this year's program is on the use of new materials of social significance in classroom situations. The point of view, the tentative aims of education, and the method of organizing instruction were studied in local study groups with the purpose of seeing how well these could be made to function in classroom situations when children and teachers met together. During the period of study this fall plans were made to introduce the new materials on as wide a front as possible and with as many patterns as possible. The procedures used in the secondary school are following several patterns. Practically all schools participating are introducing their new materials in the daily program now set up in their schools, the modification being in materials and methods of instruction rather than in the schedule. The most common practice is for a teacher of a subject to select an area that has a relation to her subject and to organize a unit of instruction in it. For example, a teacher of journalism did a unit of work from the area of "Understanding my School", and published an issue of the school paper about the local schools. Often two or more teachers of different subjects—for example, history and English; or social problems, mathematics and English—who teach the same group of children select a problem in an area and plan to teach the unit with each teacher making the contribution possible in her particular subject. *Protecting Life on Kansas Highways* was taught in this way by a social problems class, a physics class, and an English class. The problem was originated in the social problems class, the problems of physics involved were solved in the physics class, while reading, talking, and writing phases were carried on in a laboratory English setup.

Sometimes an entire school chooses an area and each

teacher attacks a problem in the area that is most pertinent to her work. In the rural schools frequently an entire county makes its plans for attacking a problem. For example, a county that has taken great pride in developing its school libraries took the area of *Providing Reading Opportunities* and planned to improve its school libraries. Another county in the heart of the dust bowl is working on *What Our County is Doing to Save Its Soil*, a problem taken from the area of *Conserving Our Soil from Land and Water Erosion*.

Two guiding principles govern the use of the materials for exploratory purposes: (1) All instruction shall be community centered, that is, community resources must be discovered and utilized in teaching the area, and (2) All instruction must begin with and be kept within pupil interest. Last year after study, teachers agreed that the value of a school in a community should be felt in improved community living; therefore it follows that the teacher or teachers who are contemplating instruction in an area may well select a problem in an area in which the community has already moved to action. Schools plan to participate in library improvement in a county that is concerned about libraries, conserving the soil in a county that is concerned with soil conservation, using power in a community that is developing power resources. While trying to help all teachers see and understand their communities as living, functioning, developing organisms, it is desirable for them to sense the aspirations of their communities and throw the interest of young citizens into realizing these as it is desirable to see lacks in a community and attempt to meet these.

The other requirement is that the exploratory work begin and be kept within the interest of the group the teacher is guiding. Since the exploratory materials prepared for tryout this year deal with problems that generally can be solved only through group solution and since children on all levels of growth need to come in contact with and have practice in solving problems of group significance, it is highly important that children participate with interest and increase their interest in the problem because of participation. Therefore three questions will be asked in evaluating the exploratory work: (1) Was the unit community centered and did it aid the community in doing something it was interested in doing, (2) Did the pupils participate with interest, and (3) Did the pupils leave the problem with added interest in it?

Next year's program will grow from the experiences of those who used the materials for exploratory work this year.

A program for laymen and a program for legislation has paralleled the work planned for teacher groups. The Kansas Congress of Parents and Teachers helped to finance a study bulletin for parents during the first year of the program. Local units of the Congress sponsored the local study group in a community and were advised to ask the local school administrator to act as group discussion leader. This year all state-wide civic groups with enough interest in educational matters to have a state education chairman were asked to make some phase of the program their educational work for the year. The response was practically unanimous.

In the program curriculum is defined as all the experiences of a child under the guidance of the school, and the experiences of children at certain points are influenced by conditions that can only be improved through legislative action. Therefore such matters received the attention of teacher and lay groups. Certification of teachers, supervisory facilities, financing which includes tuition and transportation, qualifications and selection of the state superintendent, and organization of the state department of education, are all matters of concern in the program because they so vitally affect the experiences that children have under the guidance of the school. During the second summer's work at the curriculum laboratory, a group of administrators studied the long-time legislative needs of education in Kansas and prepared a bulletin for the use of study groups. It has just gone to press.

Incidentally it might be said that the lay and teacher study groups have been convenient units for action in legislative matters.

How valuable has the program been up to date? The value will have to be measured by the interest of those who are participating in it and the actual modification of practice through the use of materials in areas of social significance. The point of view of education, the aims of education, and community improvement must be developed through experiences in classroom situations. Indications are that desirable progress is being made.

Often the question is asked, especially by secondary-school people, "What changes do you expect to make?" or more specifically, "Do you intend to eliminate subjects?" There is only one answer and that is that whatever changes are made will be

made by teachers and approved by laymen after study and discussion. These changes will come slowly or rapidly according to the desire of the participating groups. The problem of those administering the program is to furnish opportunities for discussion of vital issues, to provide suggestions and materials for those who wish to modify what is being done, and to aid in keeping the direction while modification is taking place.

The test for success is the test suggested in the beginning. The program must grow from the grass roots, make modifications through evolutionary procedures, and proceed at a pace dictated by interested participants. Teacher interest and teacher growth are the present indications of successful practice.

COÖPERATING SCHOOLS IN STATE OF CALIFORNIA

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At the present time there are thirteen Coöperating Schools in the state of California. These schools have derived their designation from a general plan of development of secondary education set up by the State Department of Education, with the collaboration of higher institutions in the state, in 1934.

The 1934 plan for development of secondary education was a comprehensive one. There were ten points to the program. They were as follows:

1. The superintendent of public instruction appointed an Advisory Committee on Secondary Education of twenty-six members in February, 1934. The tasks of this committee included: (a) the responsibility for giving consideration to every phase of secondary education; (b) developing plans for evaluating current school practices; (c) outlining a program of curriculum experimentation and improvement; (d) devising means for making available, directing, and coöordinating the educational forces and resources of the state; (e) evaluating progress in the reconstruction program; and (f) developing new plans for further progress.

2. A Committee on Coöperating Schools, consisting of ten members of the Advisory Committee. This committee was to give consideration to (a) the general types and methods of experimentation to be undertaken; (b) the principles and procedures to be applied in selecting schools as experimental centers; (c) the technique to be used in the guidance, control, and

evaluation of the project; and (d) the plan for securing the coördination of the curricula and procedures of all secondary schools, lower schools, and colleges and universities that were involved in the project.

3. The organization of the state into nine regions in each of which there was to be a committee which would collect reports of curriculum projects under way, plan regional conferences, contact workers in various schools, and evolve criteria from the evaluation of teaching, administrative, and guidance practice.

4. The establishment of a curriculum revision information service which would report usually in mimeograph form, a wide range of curriculum revision activities collected by the regional committees. These reports were mimeographed and sent to all of the high-school principals in the state.

5. The preparation of a set of sixty bibliographies on the various phases of secondary education was made. Each bibliography contained approximately fifteen well selected and annotated references.

6. Conclusion of arrangements with the California Society of Secondary Education for the publication of materials of immediate concern to the reorganization program in the Society's magazine, *The California Journal of Secondary Education*.

7. The preparation of a handbook on secondary education to carry such a title as *Adolescent Growth and Development*.

8. An agreement to be entered into whereby all colleges and universities of the state will admit students from a limited number of selected high schools upon the recommendation of the principal and without requiring the students to have completed a prescribed subject pattern.

9. The encouragement of at least two California high schools to enter the Eight-Year Experiment of the Progressive Education Association. (The University High School, Oakland, and the Eagle Rock High School, Los Angeles, became members of the Eight-Year Experiment.)

10. The preparation of a Parent-Teacher Handbook on Secondary Education.

One can see from this list of ten points in the secondary education reorganization program that a variety of activities was set in motion. Also, it may be seen that the Coöperating Schools in California do not constitute an isolated program of

experimentation. They were, rather, designed to be but an essential part of an all-round program of improvement of secondary education in the state.

The task of this paper is to indicate the developments that have taken place under Points 2 and 8 of the above list, i.e., the selection and work of the Coöperating Schools and the relationships which have developed with the higher institutions of the state.

SELECTION OF SCHOOLS

A series of conferences attended by representatives of the University of California, the Association of California Secondary-School Principals, and the State Department of Education resulted in the selection of eleven schools to be placed on the Coöperating Schools list by the spring of 1935. The eleven schools became thirteen by the addition of two schools in the summer of 1936. The thirteen are as follows:

Name of School	No. Years	Enrollment	Type of Community
Burbank Senior High..... Burbank	3	822	Suburban Town
Carpinteria High..... Carpinteria	4	204	Rural Town
Eagle Rock High..... Los Angeles	6	1,741	Metropolitan
Benjamin Franklin High.... Los Angeles	4	2,460	Metropolitan
James A. Garfield High..... Los Angeles	6	2,795	Metropolitan
Manual Arts High..... Los Angeles	3	3,627	Metropolitan
David Starr Jordan..... Long Beach	3	494	City
Fremont Senior High..... Oakland	3	1,968	City
University Senior High..... Oakland	3	1,950	City
Pasadena High..... and Junior College, (11, 12, 13, 14 grades) Pasadena	4	3,689	City
Sequoia Union High..... Redwood City	4	1,439	Town
Santa Monica Senior High.. Santa Monica	3	2,073	City
Yuba City Union High..... Yuba City	4	612	Town

Information concerning certain of these schools has been made available in nationally circulated periodicals and books.

For a concise statement of the earlier experimentation at the Eagle Rock High School, reference may be made to *A Challenge to Secondary Education*, edited by Samuel Everett¹ for the University High School, Oakland, various aspects are treated in the *University High School Journal*;² and, for the Pasadena Junior College, two references by Superintendent John A. Sexson and Deputy Superintendent George H. Meredith³ give rather complete information.

In all of the schools there has been developing progressively a larger and more effective participation of the entire teaching staff in working out a philosophy of secondary education and in the adjustment of the school to that philosophy. In general the basic principles underlying the experimental work in all of the schools are quite similar.

The school is the social institution specifically charged with the task of interpreting our Western culture to the oncoming generation. This involves the adjustment of the pupil to the environment, physical and social, in which he will build his own life and, reciprocally, the training of the individual to work in coöperation with others in adjusting the environment to the needs and interests of the pupil and his fellows. The position is very infrequently taken that adolescent boys and girls are capable of reforming society and the presumption is not held that the inexperience of youth can solve the problems which the wisdom of adults cannot solve. The attitude is built up, however, that social and individual problems should be attacked with vigor, intelligence, and vision. Training in the solution of problems within the school is the most prevalent avenue followed toward the building up of this attitude.

The complex inter-relationships involved in any problem, social, political, economic, or scientific, necessitate over-stepping the limits of traditionally organized subject-matter in following this problem approach. The result is a demand on the teacher for a more comprehensive knowledge of social institutions and techniques characteristic of modern civilization

¹Everett, Samuel, *Ed. A Challenge to Secondary Education*. Chapter III, by W. B. Featherstone, "New Schools for a New Day." D. Appleton-Century Company, 1935.

²*University High School Journal*. The University of California University High School, Oakland, California. (Published quarterly).

³Sexson, John A. "A New Type of Secondary School." *The Bulletin of the Department of Secondary School Principals of the National Education Association*. 22: 1-11. February, 1938. Everett, Samuel, *ibid.* Chapter VIII, by George H. Meredith, "A Plan for the Junior College."

than was needed by the subject matter specialist of a generation ago. This effort to understand complex inter-relationships inevitably brings into the study of any problem unit materials formerly thought appropriate only in history, literature, science, music, art, government, or mathematics courses.

All of the coöperating schools are experimenting with so-called core courses. The view is taken that, in a democracy, all people should be alike in certain respects, not necessarily in degree, but in kind. Consequently, attention is given in the core course to English skills, quantitative relationships, fundamental ideas of American democracy, modern dependence upon the results of scientific investigation, appreciation of the best of music and of art, and techniques of coöperation in solving problems within the school and in the outside world. These core courses are found in the various schools under the names of personal living, social culture, basic course, orientation, social living, and others. The underlying idea is the same, i.e., that the pupil has a fundamental need for adjustment to the world in which he lives and that, in order that this adjustment may be made, he must have a common experience with his fellows.

The development of guidance functions in these schools is one of their outstanding features. The responsibility for guidance is in some cases largely in the hands of a group of counselors specially trained for the work; in others the basic course teacher is responsible for the guidance of the pupil. One of the most apparent outcomes of the guidance effort is the discovery of the more specialized needs and interests of the pupils. This discovery leads in turn to the organization of many courses somewhat new to the secondary program of studies. Illustrative of these are a course in general physical science in which the chief emphasis is laid on the consumer's point of view rather than that of the producer; a course in biological problems in which biology is approached from the point of view of the human being culminating in a thoughtful treatment of sex education; and courses in social arts, vocational and professional orientation, consumer education, family relationships, and orientation to the junior high school. These newer type courses are closely related to the practical task of living in democratic America, a task which modern youth faces perplexedly and with a search for understanding.

In California, as in other parts of the United States, experimentation in secondary education has been delayed by a

feeling on the part of secondary-school administrators that admission requirements to higher institutions obstructed the way. In 1935 all of the higher institutions in California approved the designation of certain schools as Coöperating Schools with the provision that graduates would be accepted on the basis of the recommendation of the principal and the submission of such records as the school cared to submit. In a sense these schools felt relieved of the usual requirements for entrance set up by the University of California. The University, because of its position as the official accrediting agency in the state, was the chief concern of the administrators. Many of the private colleges in the state depended more upon personal information about the candidate for admission, information derived from the letters and personal interviews and recommendations, than they did upon the distribution of units set forth by the University. The whole problem revolved around the completion of requirements for the junior certificate at the University. It should be stated that the public junior colleges in the state, approximately forty in number, must provide for the junior certificate along the same plan as that followed by the University. The University, including the public junior colleges, therefore, when it agreed to admit the graduates of the Coöperating Schools, did not agree to waive the requirements for the junior certificate. The result is that any graduate of one of the Coöperating Schools going to the University must complete these requirements by the close of his sophomore year in college. These requirements include the provision that a student must have had a high school or in the lower division of the University a year of algebra and a year of plane geometry. Knowing that their graduates would have to meet this requirement in the University, the counselors in the Coöperating Schools exert efforts to discover early in their high-school careers those pupils who anticipate entering the University. Such pupils are then counseled very strongly to take the required courses in mathematics, and in many cases at least two years of one foreign language, so that their lower division work at the University will not be taken up in part by studying subjects which are usually taught in the high school. This policy of "playing safe" on the part of the Coöperating Schools seems to some to vitiate the experimental work which they are seeking to do. To others, it is not a serious matter, especially in those cases where the experimental work in the school is limited in its area, thus leaving plenty of time in the

pupil's program to take the college preparatory subjects, or in those cases where the number of high-school graduates going to college is very small. Another aspect of the situation, which minimizes the effect of the junior certificate requirements, is the fact that all public junior colleges must admit graduates of the public high schools. Since a very large percentage of such graduates enroll in terminal courses, generally vocational in nature, in the junior colleges, the junior certificate requirements do not apply. In the cases of the Jordan High School in Long Beach and twelfth grade of the Pasadena Junior College, most of the graduates go on in the same school system. Still another aspect is found in the case of the Garfield High School in Los Angeles where only from five to eight per cent of the graduates attend any higher institution.

The chief obstacles to the development of experimental work in California high schools, in addition to those mentioned in the preceding paragraphs, seem to be the difficulty on the part of the professional staff in many areas to carry their public with them. Although the high school in California is indeed a "people's college" there is a strong tendency on the part of the public to view with alarm much tinkering with the curriculum. There are, however, many schools in which experimentation has gone farther than in the schools designated as Coöperating Schools. Such experimentation is brought about quietly by serious and continued study of the problems of secondary education by the administrators and staffs. It is certainly safe to say that there has never been a time nor a place where the ferment of up-to-date thinking is working with greater effect than is now the case in California.

A second type of obstacle to curriculum reorganization in California is found in the limited resources of the State Department of Education. The Department at present has one officer designated as the Chief of the Division of Secondary Education. He has no assistance of a professional nature. The tasks with which he is charged in a state with almost six million people, and 550 high schools enrolling 92 per cent of the boys and girls of high-school age are sufficient to demand a staff of four or five well-trained and professionally competent educational leaders. At the present time there seems to be no remedy for this situation. The school people of the state are demanding leadership but the leadership is not available.

In general the Coöperating Schools are blazing the trail to a better type of secondary education. If earnest effort, in-

telligent study, and awareness of problems on the part of the secondary administrators and teachers in California constitute a portent of what will happen in the next decade the future is exceedingly bright. The devotion of this professional group to the welfare and interests of youth, as well as to the perpetuation and improvement of American democracy, is the most encouraging feature of secondary education in California.

EJECTING HIGH-SCHOOL INSPECTION

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Probably nothing except furtive wire-tapping as practiced by Federal agencies past and present is more despicable or deleterious than typical high-school inspection. Furthermore, the apparent acceptance of such inspection by local educational authorities has been such that the practice has been difficult to eliminate. The title of this paper, *Ejecting High-School Inspection*, is used advisedly. A few years ago the Michigan Department of Public Instruction decided to change its policy dealing with relationships with high schools. This fact was announced. Certain changes in attitudes, forms of reporting, and method of advising schools were made. The result was a *slight improvement* of relationships between the Department and local schools, but little else. Educational leadership did not spring into existence. Submissiveness of principals and superintendents was not materially reduced. There was no apparent increase in confidence. Administrators asked, "What do you think?" They did not say "We have made certain gains—now where?" or "We've met a technical obstacle, what would you suggest?" All of this in the face of an obvious need for socially useful secondary schools.

This phenomenon prompted some curious people in the Michigan Department of Public Instruction to look back of the scenes. This was the picture which presented itself.

1. The Department had no consistent and fundamental policy of relationship with local units.
2. The Department agents were covering a number of items such as fire inspection for which there were duly constituted inspectorial agencies.
3. Reporting to the Department was based on the theory that certain arbitrary standards such as "having a library" were valid.

4. The agents did *evaluate* schools.
5. The Department was relinquishing controls in one field and holding on to controls in another.
6. No consistent policy of application of standards was followed.
7. The Department was a party to accrediting by the University of Michigan.
8. No new relationship of a positive nature was promised as a substitute for inspection or visitation.
9. The Department as an integrated agency did not know the facts concerning the effects of its policies or lack of policies on local units.

Obviously the picture was one of good intentions hopelessly jumbled with malfunction and malfunction. Remedial action was called for. Dr. Eugene B. Elliott, Superintendent of Public Instruction, had been advised to set up an intensive study of the secondary curriculum. This was done. The Michigan Study of the Secondary Curriculum is now set up on a twelve-year basis. It has as its purpose the following:

"The central idea of the Michigan Study of the Secondary School Curriculum is to plan and to conduct a long-time coöperative program for the improvement of secondary education in Michigan. The basic purposes of the study are to discover, to evaluate, and to develop desirable modifications in the secondary program. It is essential that changes be made in terms of contributing to the more effective meeting of the needs of pupils, both those who are and those who are not going to college, and to the improvement of the community.

"These basic purposes involve such activities as:

1. Consideration of the objectives of the secondary school.
2. Improvement of the relationships between the secondary-school experience of the pupil and his previous and subsequent experiences.
3. Improvement of methods of assisting the secondary-school pupil with his problems of entering and pursuing his subsequent experiences.
4. Improvement of programs of evaluation of secondary education and of pupil growth.
5. Extensive participation in planning, executing, and evaluating instruction by administrators, teachers, pupils, and laymen."¹

¹Parker, J. Cecil. *Changing Secondary Education in the United States*.

This study is being ably directed by J. Cecil Parker, formerly of Fort Worth, Texas. While it is in its first year, it promises to challenge traditional and non-functional curricula in every Michigan high school. It will employ exploratory schools and other standard methods of improving institutional effectiveness. A new light is dawning on the high-school teacher. No more is mere conformity the *modus operandi*.

The need for change of practice was so urgent that even in the secondary field it was deemed unwise to await gradual developments. Furthermore, the elementary schools needed leadership. The Curriculum Steering Committee had stimulated much interest in changing elementary education for the better. Schools were asking for direct services from the Department. Consequently, for the first time there was set up a *unified instructional office*. The functions of several bureaus were transferred to this office along with the personnel. New personnel was also added. All of this meant considerable reorganization which touched every division of the Department.

Such reorganization was furthered by the formation of a Department Coördinating Council which was designed to insure that every division should contribute to creative research and creative educational leadership.

It can be readily seen that high-school inspection was swallowed up and supplanted by a consultation staff centered around instructional services. This called for staff specialization which is going forward nicely.

Naturally consultation service and inspection are concepts that fight each other. They do not fit into the picture nicely so every force contributes to the ejection of inspection as such. This has meant changing behavior and attitude of agents. True, members of the instructional office slip back occasionally but they are quickly reminded of their inconsistency by the ineffectiveness of their own behavior when they do backslide. Schools are now notified of impending visits. Blanket indictments have given way to careful and realistic criticisms of educational programs. The emphasis is on data not bureaucratic opinion.

Concurrent with the installation of the instructional office came the study of the relationship of the Department to the local school district. The first step in this investigation was a series of group visits to schools. These visits sent nearly all division heads and many other members of the Department to typical schools. These people saw enough to realize the integ-

rity of a local unit and to see instructional strengths and weaknesses. In writing reports of these visits staff members have shown an appreciation of the work of the local superintendents in their attempts to improve the total educational programs of these units.

There followed conferences and an announcement of the new community-school policy which committed the Department to the servicing of total communities in terms of all educational needs. This policy is quoted:

1. The relationships of the Department with local schools are based upon the service concept of educational leadership. This concept is inclusive and democratic and should take precedence over such concepts as inspection, supervision, direction, the dissemination of rulings or direct evaluation of local programs by outside agencies.
2. It is appropriate that the Department deal at all times with total educational needs of a given school system. This implies that departments or courses will not be treated as units but as parts of a total educational offering of a given school. This in turn means that the Department is concerned with unmet educational needs as well as the effectiveness of the present program.
3. The local community is responsible for planning, executing, and appraising its educational organization and curriculum. The Department functions by supplementing local guidance and leadership in the planning and appraising activities.
4. Criteria for the planning, improving, and appraising of educational programs should be derived from the community. This implies that the community is the basic social institution and the source of social values. Educational recommendations should be developed and tested by such community values.
5. The Department is primarily concerned with constant improvement in the use of facilities and personnel rather than in the meeting of relatively static standards.
6. Evaluation of local programs shall be made in terms of local objectives.
7. The program of consultation of the Department comprehends practically the entire professional membership of the Department and operates as a unit so far

as the local school is concerned. The determination of the needs to be met and the general arrangements for consultation are considered to be the responsibility of the local school executive acting as a representative of his constituent groups—the board of education, the faculty, and the community as a whole.

8. The Department will encourage educational institutions outside of the local community such as institutions of higher education and vocational institutes to deal directly with individual applicants rather than with the community educational institution, provided that the educational institutions should afford services for individuals and outside educational institutions.

This led to one more major change. There existed a need for annual reporting concerning the many factors with which education is concerned. A study was made of these factors. A sort of self-survey instrument was finally devised to cover the need for the present year. Children, teachers, board members and other citizens participate in the survey. This form consists of the following parts:

- I. Community Information
- II. School Organization
- III. Pupil Personnel
- IV. Teacher Personnel
- V. School Plant
- VI. Learning Activity
- VII. Budget Items

A new plan for annual reporting has been agreed upon to take effect on July 1, 1938. This plan calls for the following basic reports:

July 1—Finance and child accounting

October 1—Exploratory Survey and Annual Report of Instruction

November 1—Annual Plan for Instructional Improvement

Much coördination within the Department and much stimulation of initiative in the local district may be expected.

The developments which have been described have given the Department a new orientation. They promise to eliminate gradually about one-half of the small high schools in Michigan by a process of self-study and advisement on district reorganization.

High-School inspection has been ejected by the process of substituting consultation services, supplemented by self-sur-

veys and basic research. And finally, the Department has built for itself a framework of structure and function which provides for continuous growth and can accommodate a tremendous expansion of activities such as social research and educational research. There need be no retreating except as finance may limit the number of working agents. Local school districts have demanded so many specific services that the case for a coöperative relationship with local schools has been made.

Dr. Ralph W. Tyler reported on the *Evaluation in the Eight-Year Study of the Progressive Education Association*. (The complete report may be found in the October 15, 1937, issue of the *Educational Research Bulletin*.)

At this juncture Mr. Clark called the President of the Department to the chair.

Mr. Jones asked Francis L. Bacon, Chairman of the Committee on Planning, for the report which follows:

PROGRESS REPORT

COMMITTEE ON PLANNING

The Committee on Planning submits the following report on progress made during the past year:

This meeting marks the end of the second year of activity for the Committee on Planning. A statement of the history of the Committee, its problems, objectives, personnel, etc., was made in the first annual report which was made at the New Orleans meeting last year and published in the 1937 proceedings number of the Department *Bulletin*. The first year was spent mostly in laying the foundation for the Discussion-Group Project, in the interpretation of the reports on the *Issues and Functions* of secondary education, in studying and evaluating the work of the Department, and in outlining a program for a coöperative attack on some of the urgent problems in secondary education. These activities resulted in the Committee making a number of recommendations to the Executive Committee.

Throughout the second year of activity, the Committee continued work along the same general lines. The one project which has been given particular emphasis is that of promoting a nationwide program of discussion groups in secondary education. This project has not only received educational recog-

nition on a national scale but has been a means of carrying into effect other goals toward which the Committee is working.

A special meeting of the Committee was held at the NEA in Washington, D. C., on October 21. Among the matters which received attention at this gathering were: the personnel and work of the various Department committees; publications to be issued by the Committee on Planning; the improvement of Department magazines; the National Association of Student Officers; proposed change in the name of the Department; relationships of the Department with other educational agencies; the annual convention; revision of the report on the *Issues and Functions*; and the progress of the Discussion-Group Project. Recommendations in regard to these matters were transmitted to the Executive Committee through President Jones, who was present at the meeting.

Among the other activities carried on under the auspices of the Committee on Planning during the past year the following are outstanding:

A letter was sent to members of the Committee on Orientation requesting that they furnish questions for discussion on the Functions. After all members had responded, the questions were mimeographed and distributed widely.

Agenda were prepared for the use of the Committee on Publications at its first meeting, held February 19, and its second meeting, November 6.

Articles dealing with some phase of the report of the Committee on Orientation and the work of the Committee on Planning have appeared in the following periodicals since February, 1937: School and Society, California Journal of Secondary Education, The Educational Digest, Scholastic Magazine, The School Executive, Occupations, College of Education Record, Illinois Teacher, The Christian Science Monitor, Journal of the National Education Association, The Phi Delta Kappan, The Clearinghouse, The Church School Journal, Bulletin of the Department, Industrial Arts and Vocational Education, Journals of a number of state teachers associations, Educational Abstract, New York Herald Tribune.

Letters, together with other material about the Discussion-Group Project and the *Issues and Functions*, were sent to a selected list of two hundred fifty professors of secondary education with a view of interesting them in the Project and the use of the reports in their classes. About eleven thousand of the *Issues* have been distributed and about eighty-five hundred of the *Functions*.

A booklet entitled *Talking It Through: A Manual for Discussion Groups* has been prepared. Preceding the writing of this volume, a survey was made of all the literature on the subject of discussion groups and the work of groups already in existence.

A folder describing the work, objectives, problems, etc., of the Committee on Planning has been published.

A summary outline of the *Issues and Functions* for use by discussion groups was developed, published, and more than eighty thousand copies have been distributed.

Many addresses delivered by members of the Committee and two radio programs have dealt with some phase of the Discussion-Group Project or the report on the *Issues and Functions*.

State Coöordinators for Discussion Groups have been appointed in forty-nine states.

As a result of the joint recommendation of the Committee on Planning and the Executive Committee, three new committees have been appointed by the President of the Department. These are the committees on Implementation and Practices, Student Activities, and Publications.

The Committee has recommended a plan for a policy of program continuity over a long term and a plan for evaluation of the national meeting.

Mr. Will French made a brief report for new committee called the Implementation Committee.

Mr. Edgar A. Johnston presented an extended report for the Committee on Pupil Activities. (Portions of this report will be printed in succeeding *Bulletins*.)

Mr. Oscar Granger presented the report for the Committee on Publications:

REPORT OF PROGRESS BY THE COMMITTEE ON PUBLICATIONS

The Committee on Publications submits the following report on progress made during the first year of its activity:

Origin and Purpose. The formation of the Committee on Publications resulted from a recommendation made jointly by the Planning and the Executive Committees at the 1937 annual meeting of the Department held at New Orleans. The general purposes of the Committee on Publications are: (1) to

study the form, character, and frequency of issues of existing publications, and to make recommendations for changes or new proposals; (2) to develop a set of principles for the guidance of the editorial staff of the Department; and (3) to assist with Department periodicals by serving in the capacity of an evaluating and advisory board.

Personnel. The members of the Committee on Publications, appointed by McClellan G. Jones, President of the Department, consists of the following: W. C. Reavis, University of Chicago, Chairman; Walter E. Myer, Director, Discussion-Group Project of the Department; and Oscar Granger, Principal, Haverford Township High School, Upper Darby, Pennsylvania.

First Activities. By means of correspondence and one special meeting the Committee has conducted a continuous campaign throughout the year to improve and establish standards for Department publications. The first stage of the work was to study the existing publications, to bring together the views held by members of the Department, and to ascertain what changes were desired. Many suggestions were received from members of the Department in regard to the *Bulletin*, and also on the proposal that a publication be developed in the field of student activities. After considering all suggestions and studying all phases of the Department's publication, the following report, approved by the President of the Department, was submitted to the members in the supplement to *Bulletin No. 65*:

1. Recommended that the *Bulletin* of the Department be published eight times during the school year, October to May, inclusive.
 - 1) Scope of the *Bulletin*:
To cover the entire field of secondary education with emphasis especially on administration.
 - 2) Special features of the *Bulletin* are sections devoted to:
 - (a) Study and discussion groups.
 - (b) News and short items about organizations, schools, projects, and events.
 - (c) Books and materials for administrators and teachers.
 - (d) Adult education in the secondary field.
11. Recommended that the Department take over the magazine, *Student Leader*, for the purpose of encouraging

the development of better practices in student activities in the member schools.

- 1) This magazine to be published eight times during the school year.
- 2) Scope of the magazine to include all basic student activities in secondary schools.

To this report were appended questions for returns from the members.

The result of the referendum showed nearly unanimous sentiment for increasing the number of issues of the *Bulletin* to eight a year, and for developing a student magazine dealing with activities in the secondary field.

Changes in the Bulletin. Several changes have been made both in appearance and contents. The chief principals which have been adopted to guide the editorial staff are:

CONTENTS

1. The *Bulletin* shall report and promote the activities and projects of the Department. Special emphasis shall be given to the following: plans for the winter and summer meetings; the Discussion-Group Project; *Student Life* and the organizations this publication represents; and the work of committees.
2. The *Bulletin* assumes the obligation of keeping the membership of the Department informed on trends and the latest developments in secondary education over the country.
3. The majority of articles shall be fairly specific in nature. Caution shall be taken not to publish material duplicating that which has appeared in other periodicals which are likely to be available to secondary-school principals.
4. The long articles shall be of outstanding merit and shall pertain directly to secondary-school administration. The feature article of each number should not exceed three thousand words; other contributions should be limited to fifteen hundred words.
5. News notes shall be of importance only to secondary education.
6. Digests of addresses delivered at important conventions, if printed, shall bear directly on matters pertaining to secondary education.

7. Book notes shall be confined to books of professional interest to secondary-school principals and shall merely tell what the books contain, attempting no critical evaluation.
8. The *Bulletin* shall contain the following special sections: (1) Reports of Committees; (2) News Items; (3) Book Notes, (this department to be divided into two parts; the first section to contain an annotated list of new books of particular interest to the secondary-school principals; and, second, all other publications received at the Department office to be listed under the caption, "Current Publications Received"); (4) Calendar of Professional Meetings of special significance to secondary education.
9. The personnel of all Department Committees when completed shall be run in future numbers of the *Bulletin*.

STYLE AND MAKE-UP

1. The title has been changed from *Bulletin* to *The Bulletin*.
2. A more attractive front cover page has been designed—first used in February number.
3. The titles of each of the special departments are boxed and a more attractive type has been selected.
4. Other changes in style and make-up which have been made with a view of developing a more attractive and readable publication include:
 - a. In writing News Items, the key phrases in the lead sentences are set in caps and small caps.
 - b. The titles of articles are now set in ten point large caps, names of authors in ten point small caps, and positions, addresses, etc., of author, in six point type.
 - c. Hairline rules are placed between the title of the article and the name of the author, and between the name of the author and the beginning of the article.
 - d. The running head is eliminated on the pages where articles or special sections begin.
 - e. Each number of the *Bulletin* contains a minimum of sixty-four pages plus the four cover pages.
 - f. A more appropriate and attractive paper stock has been selected for the cover pages.

The Committee hopes to continue to make further improvements, both in content and in style, of *The Bulletin*. The staff has established contacts which are yielding an abundance of excellent material. With the foundation which has been laid this year, it should be much easier in the future to look ahead and to develop plans well in advance of new undertakings. At this time many of the plans for next year's issues of *The Bulletin* have been completed.

The publication, *Student Life*, is designed to encourage better practices in student activities in secondary schools. The purpose is not to advocate or encourage some activity of practice as opposed to another, but to inform all students about all activities considered worthy in secondary schools. Following the publication of the first number, encouraging comments came from principals of secondary schools, faculty advisers, students, and others interested in young people. Interest in the new magazine has developed rapidly. Up to the present time the Committee has not been able to give much attention to the guidance of this new publication or to the development of a set of principles for use by the staff.

The next task of the Committee is that of evaluating the work done on *Student Life* and of developing a set of principles for use by its editorial staff. Two of the important problems are to determine the relative emphasis which should be given to different activities, and to stimulate more students to write for the publication.

The Committee on Publications and the editorial staff will appreciate suggestions and constructive criticisms from members in regard to other work which is needed on Department publications in order to make them of greater service to American secondary schools. The Committee is aware that the task ahead is not an easy one, and that much remains to be done before the two publications now being issued attain the desired standards. The Committee believes that during the first year of its activity a sound basis for the future progress of Department publications has been established.

Respectfully submitted,

OSCAR GRANGER
WALTER E. MYER
W. C. REAVIS, Chairman.

The report for the Nominating Committee was made by its chairman, Mr. W. L. Spencer:

President: Paul E. Elicker

First Vice President: K. J. Clark

Second Vice President: Oscar Granger

Executive Committee:

Virgil M. Hardin

M. G. Jones

Truman G. Reed

John E. Wellwood

On motion the report was accepted.

Mr. O. V. Walters presented excerpts from the report of the auditor of the finances. (This report will appear in a later *Bulletin*.)

The incoming President of the Department made a short speech accepting the office.

The following ballot was distributed:

**NATIONAL COUNCIL OF NATIONAL HONOR SOCIETY
AND NATIONAL JUNIOR HONOR SOCIETY**

Sponsored by the Department of Secondary-School Principals

M. R. McDaniel, President, Oak Park, Illinois

Paul E. Elicker, Newtonville, Massachusetts

A. E. MacQuarrie, Minneapolis, Minnesota

(The terms of the above expire in 1939)

Charles F. Allen, Little Rock, Arkansas

H. J. Parker, Corvallis, Oregon

W. L. Spencer, Montgomery, Alabama

(The terms of the above expire in 1940)

L. W. Brooks, Wichita, Kansas

H. V. Kepner, Denver, Colorado

L. E. Plummer, Fullerton, California

(The terms of the above three expire at this Convention)

B A L L O T

(Vote for three)

- L. W. BROOKS, Principal, Wichita High School East,
Wichita, Kansas
- E. B. COMSTOCK, Principal, North Dallas High School,
Dallas, Texas
- M. M. MANSPERGER, Principal, Junior-Senior High
School, Freeport, New York
- CLAUD B. PENDLETON, Principal, Smiley Junior
High School, Denver, Colorado
- STACY E. PETERS, Principal, High Schools,
Lancaster, Pennsylvania
- L. E. PLUMMER, Superintendent of Schools,
Fullerton, California
- EMILY P. BROCKWOOD, Principal, High School,
Haddon Heights, New Jersey
- JOHN H. SCHWATKA, Principal, Southern Junior-
Senior High School, Baltimore, Maryland
- JERRY J. VINEYARD, Superintendent of Schools,
Nevada, Missouri

The balloting resulted in the election of
L. W. Brooks, Wichita, Kansas
Ernest B. Comstock, Dallas, Texas
Stacey E. Peters, Lancaster, Pennsylvania.

Adjournment.

National Honor Society

MEETING OF THE NATIONAL COUNCIL OF THE NATIONAL HONOR SOCIETY

Atlantic City, New Jersey

February 27, 1938

The National Council met in Hotel Traymore. Present, members Allen, Elicker, MacQuarrie, Spencer, and Church. Absent, members Brooks, Kepner, McDaniel, Parker, and Plummer. The terms of members Brooks, Kepner, and Plummer expire at this convention. The following names were placed on the ballot below:

B A L L O T

(Vote for three)

- L. W. BROOKS, Principal, Wichita High School East, Wichita, Kansas
- E. B. COMSTOCK, Principal, North Dallas High School, Dallas, Texas
- M. M. MANSPERGER, Principal, Junior-Senior High School, Freeport, New York
- CLAUD B. PENDLETON, Principal, Smiley Junior High School, Denver, Colorado
- STACY E. PETERS, Principal, High Schools, Lancaster, Pennsylvania
- L. E. PLUMMER, Superintendent of Schools, Fullerton, California
- EMILY P. ROCKWOOD, Principal, High School, Haddon Heights, New Jersey
- JOHN H. SCHWATKA, Principal, Southern Junior-Senior High School, Baltimore, Maryland
- JERRY J. VINEYARD, Superintendent of Schools, Nevada, Missouri

On motion of member Elicker, seconded by member Spencer, it was passed that the national constitution and the model

constitution be amended to provide for the establishment of chapters in schools not members of a regional association and not on the approved or recognized list of state departments. Such schools are advised to establish local honor societies, make reports to the National Council of their activities, constitution, and by-laws, and submit to inspection by someone appointed by the office of the National Council. After a satisfactory probationary period of two years, such schools may be granted a charter and shall be subject to further special and annual reports and inspection. Such charters may be revoked for cause by the Secretary of the National Honor Society.

On motion of member Allen with a second by member MacQuarrie it was voted to amend the constitutions to the end that the title to the emblem, whether purchased or bestowed on individual member, shall rest with the National Honor Society.

Moved by member Allen, seconded by member MacQuarrie that M. R. McDaniel be chosen as president of the National Honor Society. Carried.

Moved by member Spencer, second by member Elicker, that A. E. MacQuarrie be chosen as vice-president of the National Honor Society.

Adjournment.

**CONSTITUTION
OF THE DEPARTMENT OF SECONDARY-SCHOOL
PRINCIPALS OF THE NATIONAL EDUCATION
ASSOCIATION**

ARTICLE I—NAME

The name of this organization shall be the Department of Secondary-School Principals of the National Education Association.

ARTICLE II—AIM

The aim of this department shall be the advancement of secondary education by providing a clearing house of discussion bearing upon the problems of administration and supervision, by encouraging research, by upholding acceptable standards, by fostering professional ideals, and by formulating a working philosophy of secondary education.

ARTICLE III—MEMBERSHIP

SECTION 1—The membership in the Department of Secondary-School Principals shall consist of two classes: active and associate.

SECTION 2—All individuals shall be eligible to active membership who are members of the National Education Association and who are engaged in administrating supervision, and teaching secondary education, upon payment of the annual fee of \$2.00 to the executive secretary.

SECTION 3—Members of state organizations of secondary-school principals shall be eligible to active membership in the Department of Secondary-School Principals, by the payment of the annual fee of \$1.00.

SECTION 4—All other persons interested in secondary education, who are members of the National Education Association, shall be eligible to associate membership upon payment of the annual fee of \$2.00 to the executive secretary.

SECTION 5—Only active members shall have the privilege of voting or holding office.

SECTION 6—All members, both active and associate, shall receive the publications of the Department.

ARTICLE IV—OFFICERS

SECTION 1—The elective officers of the Department shall be a president, a first vice president, and a second vice president.

SECTION 2—The president and the vice presidents shall hold office for one year.

SECTION 3—The executive committee shall consist of the officers, the retiring president, and three other members each elected for a term of three years. At the first election, one member shall be elected for only one year and one other for two years. The executive committee shall be representative of junior high schools, the several types of senior high schools, and junior colleges.

SECTION 4—The executive secretary shall be selected by the executive committee; his duties and compensation shall be determined by the executive committee.

ARTICLE V

SECTION 1—The president shall, sixty days in advance of the annual meeting, ask each of the state associations of the Department of Secondary-School Principals to name a representative who shall then be appointed by the president as a member of the nominating committee.

SECTION 2—Eighteen members of the nominating committee shall constitute a quorum with not fewer than three from each of the following regional associations of colleges and Secondary Schools: New England Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Middle States, the Association of Colleges and Secondary Schools of the Southern States, the North Central Association of Colleges and Secondary Schools, the Northwest Association of Secondary and Higher Schools, and the Western Association of Colleges and Secondary Schools. Any lack in the representation herein provided shall be filled by nomination from the floor.

SECTION 3—The nominating committee so constituted shall meet following its selection and after electing a chairman, shall prepare a list of candidates for the several offices, to be submitted to the Department at its final business meeting.

ARTICLE VI—FINANCE

The president shall appoint, subject to the approval of the executive committee, two members who shall, with the executive secretary, constitute a board of finance to act in the capacity of trustees, to have custody of the funds of the Department, to have same properly audited, and to submit annually a report to the Department. Bills shall be paid by the executive secretary upon the authorization of the president.

ARTICLE VII—MEETINGS

SECTION 1—The Department of Secondary-School Principals shall hold two meetings yearly. The regular annual meeting shall be held at the time and place of the meetings of the Department of Superintendence of the National Education Association, unless arranged for otherwise by the executive committee of the Department.

SECTION 2—The second meeting of the Department shall be held at the time and place of the annual summer meeting of the National Education Association.

ARTICLE VIII—AMENDMENTS

The Constitution may be amended by a two-thirds majority vote of those present and voting at the annual mid-winter meetings. A proposed amendment must be submitted in writing at the preceding annual meeting, or must be submitted in printed form to all members of the Department thirty days before the annual meeting. In case the latter method is used, such amendment must receive the approval of the executive committee before it can be printed and sent to the members of the Department.

ARTICLE IX

Roberts' Rules of Order shall govern in all meetings of the Department.

"TALKING IT THROUGH"

Latest Publication of the Department

Essential to Discussion
of Department Problems

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DEPARTMENT OF
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